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ABSTRACT

This annual report of the Hawaii State Senior Center, in whose program the Honolulu Community College participates, covers the fiscal year ending on June 30, 1974. The sections of the report are as follows: Directory; Chairman's Report; Status of Project; Program Output--Service Activities; Statistics to Assess Attainment of Project Objectives; Report of Participating Membership Characteristics; Report by Dr. Gerald M. Meredith; and Appendixes (Social Groups at the Hawaii State Senior Center; Observations on the 6th HSCC Leadership Workshop; Volunteerism at the HSCC: A Study in Attitude Congruence; Evaluation of HSCC: Perceptions of Student Observers and Staff/Board/Leadership Groups; and Evaluating HSCC Effectiveness: Blueprint for Compentency). (DB)

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FIFTH ANNUAL REPORT

of the

HAWAII STATE SENIOR CENTER

sponsored by
HONOLULU COMMUNITY COLLEGE

July 1, 1973 - June 30, 1974

JC 740 373

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HONOLULU, HAWAII 96817
TELEPHONE: 847-1322

I N M E M O R I A M

Mrs. Lau Dai Fong	4/08/71	Mr. Teimei China	8/10/73
Mr. Tamotsu Kunikiyo	2/26/72	Mrs. Chee S. Goo	8/12/73
Mrs. Tsuru Tamanaha	8/17/72	Mrs. Florence K.H.A. Ching	9/28/73
Ms. Edith Chock Hee	11/20/72	Mrs. Sau Chin Chun	9/28/73
Mrs. Maka T. Wauke	12/24/72	Mr. Kamsuke Oshiro	10/05/73
Mrs. Chai Sim Chun	1/13/73	Mrs. Marguerite Char	10/24/73
Mrs. Tsuru Ganeko	3/10/73	Mr. Ankin Uchima	11/01/73
Mr. Herbert Wong	4/09/73	Mr. Charles S.Y. Chun	11/12/73
Mr. Tom K. Iramina	5/15/73	Mr. Ki Chang	11/17/73
Mrs. Ume Nakabayashi	6/24/73	Mrs. Annie L. Ching	12/03/73
Mr. Edwin C.H. Lee	7/03/73	Mrs. Matsu Shimabuku	12/07/73
Mr. Kamato Oshiro	7/20/73	Mrs. Violet Feary	2/18/74
Mr. Masao Yoshida	7/28/73	Mr. Kenzo Iizaki	3/20/74

FOREWORD

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The Fifth Annual Report of the Hawaii State Senior Center is a proud record of accomplishments and innovations in the delivery of a variety of services to senior citizens.

This report emphasizes the diversity of older people within the community; that many older people are well and able to participate in the pursuit of enriching experiences. The evaluation reports reflect the usefulness of older people as they offer their services in a wide variety of public and private agencies.

The Center is to be commended for demonstrating to the community that older people have the same needs for belongingness, social and intellectual stimulation as the younger people. Our society will be richer for the contribution of the aged in the mainstream of our Hawaiian community.

Now that the Center has proven to be "workable" it is hoped that the operation can be continued under a more permanent arrangement. We, who are associated with the Center, continue to share a deep concern for its future and the continuity of its services to the elderly.

We salute the tireless volunteers and staff. Its efforts have gained National recognition. Honolulu Community College continues to be proud to be a part of this outstanding service program.

Clyde K. Yoshioka

CLYDE K. YOSHIOKA, Provost,
Honolulu Community College

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PROJECT STAFF

Executive Director		Charles W. Amor
Group Activities Coordinator	(appointed 1/02/74)	Mechelle Greening
	(resigned 12/06/73)	Judy Sasaki
	(resigned 8/31/73)	Florence Lau
Individualized Services Coordinator:		
	(appointed 10/01/73)	Elaine K. Yasumori
	(resigned 9/30/73)	Betsey M. Ono
Stenographer.....	(appointed 12/19/73)	Faith O. Osurman
	(resigned 11/08/73)	Janet Inouye
Center Aides		Mitsuko M. Backus
		J.O. Cayaban
	(resigned 4/19/74)	Winifred Chun
	(appointed 11/12/73)	Gladys K. Toma
	(resigned 9/28/73)	Wanda M. Wylie

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PARTICIPANT ADVISORY BOARD

Elected Members:

Chairman	(re-elected 5/01/74)	Henry B.C. Ho
Vice-Chairman	(re-elected 5/01/74)	James H. Tengan
Secretary	(re-elected 5/01/74)	Trude Chang
Treasurer	(elected 5/01/74)	Nobukazu Kushima
	(retired 5/01/74)	Margaret Lum
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Appointed Members:

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Department of Health	Edna Lau
Social Security Administration	Shizuo Tosaki
Honolulu Committee on Aging	Kenji Goto
Hawaii State Commission on Aging Representative .	Albert Sing
Honolulu Community College	Alan Yonan

THIS REPORT COVERS THE PERIOD: July 1, 1973 - June 30, 1974.

CLUB COUNCIL

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Secretary - Mechelle K. Greening (Staff)

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CHUN, James
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CRUZ, Fermin

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HEE, Raymond
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HO, Henry B.C.

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JAVIER, Agaton

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KIYABU, Dorothy
KUSHIMA, Nobukazu

LEONG, Agnes
LOUIS, Jeannie
LUM, Kong Kee
LUM, Margaret

NISHIDA, Grace

OMINE, Margaret

PALAKIKO, Annie

RODRIGUES, Elizabeth

SHAUDYS, Alice
SHIMABUKURO, Kenneth
SHIRABE, Shigeru
SORIANO, Felisa

TANI, Mazie
TENGAN, James
TSUJI, Dorothy

WIGGS, Alice

YAMAMOTO. Henrietta
YOUNG, Jun L.

HAWAII STATE COMMISSION ON AGING

Mrs. Shimeji Kanazawa, Chairman Mr. Renji Goto, Director

Appointed Members:

Yaso Abe
Mauricio D. Bunda
Robert W. Clopton, Ph.D.
Father Colin Correa
Mrs. Ellen Y.H. Fong
Mrs. Frances Fujioka
Louie Gonsalves (Kauai)
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Mrs. Rose Lung
The Rev. Franco Manuel
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Francis Okita
Mrs. Lula G. Roberts
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Robert T. Sato
Albert K. Sing
Toru Suzuki (Maui)
Harry K. Takara
Masaichi Tasaka
Masaichi Uemura (Hawaii)

Ex-Officio Members:

Department of Education	Samuel Gon
Department of Health	Kleona Rigney, M.D.
Dept. of Labor & Industrial Relations	Richard Tatsuyama
State Retirement System	Ronald Nakano
Dept. of Social Services & Housing	Mrs. Judith Ooka
University of Hawaii, Public Health	Anthony Lenzer, Ph.D.
U.S. Department of HEW	Edward Ichiyama

Administrative Staff:

Director	Renji Goto
Program Specialist	Riley L.B. Yee

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HONOLULU COMMUNITY COLLEGE

Provost	Clyde K. Yoshioka
Dean of Instruction	Donald Yanagihara
Asst. Dean of Instruction	Alan M. Yonan
Acting Asst. Dean of Instruction	Peter R. Kessinger
Director of Business Affairs	Bob Hirata

MEDICAL ADVISORY COMMITTEE

David L. Pang, M.D., CHAIRMAN

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Edward Colby, M.D.

Judy Fujimoto, R.N.

Kin-How Louie,M.D.

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Michael Okihiro, M.D.

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Kleona Rigney, M.D.

George Suzuki, M.D.

Paul Tamura, M.D.

Mr. Tom Thorson, Hawaii Medical Association

Herbert Uemura, M.D.

Sau Ki Wong, M.D.

Walter Young, M.D.

HAWAII SENIOR SERVICES, INC.

Board of Directors
1973 - 1974

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	Hayluo Matias
	Catalina Mico

PARTICIPANT ADVISORY BOARD

CHAIRMAN'S REPORT

This is the beginning of my third term as Chairman of the Participant Advisory Board. I accepted the nomination and election as your Chairman because the next year is critical in the transition from the combination of Federal-State funding of the Center to wholly State funding.

During the past legislative hearings, the issue of the permanent funding of the Center was raised. There was no question of the value and usefulness of the Center in meeting real needs of old people. The question was "Where in the State government should the Center be placed?" As a retired State employee of over 42 years of service, an active member of the Hawaii Government Association and a director for the Chinese Chamber of Commerce of Honolulu for 25 years, I felt I could make a contribution to the Center.

The Administrative proposal to place the Center within the Department of Social Services was a shocking surprise. We felt that we had demonstrated that old people who came to centers were not necessarily on welfare. The motto which we repeated continually is, "We Play, We Learn, We Serve." This means that we are not recipients of services but participants and even givers of services. We were disappointed that the narrow view of old people in need was given serious consideration.

Fortunately, the Senate, through Senator George Toyofuku, asked that the participants to the Center be asked to present their opinion. The mood was to continue the operation through a contract between the Commission on Aging and the University of Hawaii, Honolulu Community College. This is the procedure for this year.

This issue is not completely resolved as the University of Hawaii has not as yet included the Center's operation as part of its on-going budget. Moreover, the Senate has suggested certain additional roles the Center is not now providing. For example, Senate Resolution #8 suggested that the Center consider a greater role and function in providing exemplary programs, training, research and other resources to senior centers in the State.

These additional responsibilities are possible to the extent that additional resources are allocated to the Center. We will accept additional responsibilities and at the same time make known our needs for additional staff and funds.

This fiscal year has been a disappointment in the search for additional funds to support the Center's basic program. The issue of well-health maintenance is very important to old people. We had hoped that the project proposal to screen older people through the Regional Medical Program of Hawaii would be funded so that the Health Screening Activity could be spun-off the Center and be extended to three other areas in Honolulu. This would relieve the staff of the recurring problem of gearing up for the screening every two months and to use the present staff as the facilitators of a wider variety of health services. The present health screening is valuable but can be improved if done on a consistent and continuing basis. Furthermore, more resources will be needed for follow-up and follow-through to make the health screening worthwhile.

We hope to remedy this situation by including health screening staff and the auxiliary health follow-up and follow-through as part of the Center's budget.

In group activities, the Board supported the development of a proposal to the National Endowment for the Arts for upgrading the International Entertainers and to extend their presentations to the schools on Oahu and the neighbor islands. The purpose was to foster an active interchange between elderly performing artists and culturally isolated school children of all ages throughout the State of Hawaii. Hopefully, the production by the elderly would perpetuate the heritage and values of Hawaii's multi-ethnic culture.

The proposal received strong support from Hawaii's Congressional delegation. Unfortunately, the project was not funded because of other priorities.

These rejections are disappointing because it reinforces the view that when resources are limited, programs designed for old people cannot win in competition with programs of other age groups. Somehow the question is always raised, "Is it worthwhile to intervene in behalf of old people?" Therefore, stereotypes about old people is an unusual barrier to programs for older people.

The experience of developing proposal only to be rejected is useful for it justifies the importance of having an agency like the Administration on Aging at the National level and the Commission on Aging at the State level whose sole responsibility is the development of programs benefiting old people. Programs cannot be mounted without these agencies providing advocacy and leadership.

Now for the positive developments of the Center during the past year. The high male participation and leadership which I highlighted last year, continues to prevail at our Center. We would welcome other men

to come forth and volunteer their talents to benefit the Center. I would like the staff to encourage male service membership as a way of retaining male leadership at the Center.

The inclusion of Honolulu Community College courses into the total offering at the Center is a definite plus. This provides an opportunity to those seniors who want to sharpen their skills as well as to remain in the mainstream of knowledge. The world is continually changing and we want to change along with the world. I had the pleasure of attending the first 3 courses offered and the teachers and the course content were excellent.

I am pleased to see that associate members (living outside the target area) are taking an active and responsible role in promoting senior centers in other areas of Honolulu. The Center must seriously consider the maximum limits of membership. The opening of new centers throughout Oahu will greatly ease the pressure of membership at Lanakila and at the same time, make the Center-experience available to many more seniors.

I would like to see our members take an active interest bettering our immediate neighborhood of Kalihi-Palama as well as our State at large. This is an election year and as senior citizens, we have the responsibility that the best Legislators are returned to office. We would want only the best qualified to become Governor of the State. In this way, not only the senior citizens will benefit, but also the State as a whole.

Henry B.C. Ho

HENRY B.C. HO, Chairman
Participant Advisory Board

STATUS OF PROJECT

I. INTRODUCTION:

The fifth fiscal year ended on June 30, 1974. This ended the combination of Federal and State funds for the demonstration of a multi-purpose Senior Center. The previous annual reports documented the favorable impact of the project on the lives of the participants and the positive influences the project has had in the community.

In anticipation of the termination of federal funds, the Legislature appropriated $87,500 of wholly State funds for the continuation of the project for the sixth year. The project continues as a contractual relationship between the Hawaii State Commission on Aging and the University of Hawaii. The actual amount allocated for the Center for the sixth fiscal year is $85,300.

II. HISTORY OF THE PROJECT:

The project was funded in August, 1969 and the activities underway in November, 1969. Prior to its start, the project was under fire as the late founder of the Hawaii Senior Opportunities, Inc., Mr. John DeMello, publically charged the Commission on Aging with usurping the project from his organization. He led a public demonstration to the State Capitol and urged the public not to patronize the Center.

The controversy surrounding the operation of the Center caused a delay in opening, even after the completion of the building. Moreover, the newly completed building, still without the occupants,

was vandalized, causing $11,000 in damages and further delay to the start of the activities.

Fortunately, these problems did not deter the elderly. The projected enrollment of 500 persons by the third year of operation was attained by June, 1970, and the major problem was the demand for membership by those elderly residing outside the catchment area. Enrollment continued at a controlled rate and by June, 1974, 1,984 eligible persons were enrolled.

A. Sponsor:

The Hawaii State Commission on Aging selected the Honolulu Community College as the operating agency after consulting a variety of public and private agencies. The private agencies were unable to project a source of income to continue the program after the termination of Federal funds. The traditional State agencies were reluctant to operate the program as the multi-purpose senior center model required that services be offered from a "holistic" approach as opposed to the functional areas of health, employment, or educational services.

The invitation for the Honolulu Community College to participate, was in keeping with its open door policy and the strong emphasis it had in serving the disadvantaged groups throughout the Kalihi-Palama area. The college had an active program with the Concentrated Employment Program, the Honolulu Community Action Program, the Headstart Program, and the Manpower Development and Training Program. Furthermore, the aged were concentrated

in the area immediately adjacent to the campus. It appeared logical to extend its community services to yet another neglected segment of its neighborhood.

B. The Concept:

The concept of a Multi-Purpose Senior Center was very vivid in the minds of the Commissioners. Prior to the establishment of the Hawaii State Senior Center, the Commission had funded Senior Centers through the counties of Hawaii, and Maui and through a non-profit organization on Kauai. In the first two counties, Centers were housed within the Department of Recreation and retained the flavor of the sponsoring organization. The Commission specifically wanted the concept of a Multi-Purpose Senior Center as espoused by Miss Florence Vickery, Executive Director of the San Francisco Senior Center. In this Center, a strong emphasis is given to "Individualized Services". This component was influenced by the concern of gerontologists in guiding older people to higher levels of functioning and to link those needing services to the range of social services available in the community.

There were three major components identified at the start of the project: 1) Group activities or the range of services already offered in traditional senior centers: recreational, educational, leisure-time, clubs, service activities and volunteer services; 2) Individualized services including counseling, linkages with public and private agencies, enrollment and advisement in health and other personal problems; and 3) Community

development influenced by the then existing community action programs which emphasized the participants' involvement in the mainstream of the community. This included leadership training, identification of gap services and advocacy.

To attain the third component required the development of the participants to the level where they could take the leadership of their own activities. The easiest method of group identity was through the preservation of ethnic cultures. Many remained at this level while others progressed to the identity of a multi-ethnic Center that concerned itself with the total community.

Frequent leadership workshops were conducted by the staff to articulate the uniqueness of the Center. The participants evolved the Motto, "We Play, We Learn, We Serve". The enhancement of self-development was anticipated from active participation in the program. The participant may have entered the program to enjoy the company of his peers, but through his involvement in the activities, he would find his usefulness increasing as he offered his services or broadened his horizons through learning activities.

It is anticipated that the continued interaction of older participant motivated by the motto of the Center would lead to an increasingly positive impact on the community. The stereotypes of old people as "decrepit and useless" will prove to be a falsehood. The older people will regain the respect and dignity they richly deserve. A Center influenced largely by an

educational institution and with the purpose of enriching the lives of the older people, can succeed more rapidly than an institution which considers older people as dependents and "needy".

C. Contractual Relations:

The funds to operate the Center was derived from Title III of the Older Americans Act, funneled through the State Commission on Aging to the sponsoring institution. Title III provided for a declining grant in the amount of 75% for the first year; 60% for the second year; and 50% for the third year. The non-federal matching share was from State funds administered by the Commission on Aging.

The contractual obligation implied a moral obligation for the sponsoring agency to continue the project with non-federal funds at the end of the third year, if the project proved to be successful. However at the end of the third year, the University of Hawaii acting in behalf of the State of Hawaii was still unconvinced of its role in sponsoring the program. This position was taken in spite of the evaluation data documenting the unequivocal acceptance of the Center by the participants and the community it served.

Fortunately, prior to the end of the third year, Congress amended the provisions of the Older Americans Act and extended Title III grants for a period of five years at the rate of 50% for both the fourth and fifth years.

Senate Committee Report No. 221-74 stated "After the completion of the three-year contract period, and the termination of federal funds under Title III of the Older Americans Act, the Commission on Aging approached several public agencies as potential sponsors. They included the Departments of Health, Education, Labor and Industrial Relations, Social Services and Housing, and the City's Department of Parks and Recreation. However, at that time, none was willing to accept the Center on a permanent basis because it was felt that the Center's program did not fall within the scope and functions of the respective departments. Therefore, the Commission extended the Center's operation with the Honolulu Community College for an additional two years and provided the necessary funds."

D. Public Policy for the Continuation of the Center:

In anticipation of the termination of funding of the Center after the fifth year, the State Legislature authorized a study of the problems of older people and to recommend the continuation of the Hawaii State Senior Center under public sponsorship. The comprehensive study was completed in February, 1973 entitled, "Elderly Affairs" and reported that the "Hawaii State Senior Center was shown to be an effective, working model which deserves to be continued on a permanent basis". The report suggested five alternatives for the permarent sponsorship of the Center:

1) Administratively placed under the University of Hawaii, it could become a teaching model for the University or a

teaching model for the State;

2) It could become a permanent part of a State Agency;

3) It could become a permanent part of the Community College system; or

4) It could become permanently funded by a proposed comprehensive agency which would encompass all affairs related to the elderly, or in the interim, under the Commission as part of its expanded activities.

The model for a comprehensive service agency is the State of Massachusetts which developed a cabinet-level office of Elder Affairs. Such an agency would handle most of the problems of older people to avoid shuffling the aged individual from one agency to another.

E. Input by the Participant Advisory Board:

In preparation of the determination of the permanent sponsorship of the Hawaii State Senior Center, the Participant Advisory Board authorized a study committee to consider the above alternatives and to recommend a position for the Board. The committee, after weighing the "pros" and "cons" of each position, recommended Alternative 3: "The Center could become a permanent part of the Community College with plans for the building of similar Centers wherever community colleges develop. This option would be in line with one philosophy of senior centers which sees them as a service to the community similar to that of community colleges. In addition, the facilities of the college would be made available

to the seniors for their activities while lending the prestige of that association, which a college brings. In this way, the development of additional centers throughout the State would be assured. However, such a system would have to consider other senior centers under county and private auspices."

The Study Committee based its support of Alternative 3 on the complete acceptance of the Hawaii State Senior Center, by the Honolulu Community College, in the short three years of its operation. Its emphasis on the full development of each individual through a variety of programs, services and activities were cited as the main reason for supporting this alternative. Furthermore, the study committee confirmed the feeling that the prestige of associating with the Community College System was stimulating to the morale of the participants. It was not welfare aid and the participants were not looking for a "handout".

The recommendation by the Study Committee was endorsed by the Participant Advisory Board and submitted to the Commission on Aging. In the preparation of the budget requests and justification for the sixth year of operation the recommendation was cited as the basis for the new requests. The budget proposal which called for a retention of the same target area but the expansion of the program to include the development of paraprofessional courses at the Community College and to serve as a technical and consultative agency to other budding multi-purpose senior centers.

The proposal was accepted at the Community College and University level but the appropriateness of the agency placement was questioned by the Governor's Office. A conference to discuss this issue was scheduled but the "energy crisis" postponed the conference indefinitely.

F. 1974 Legislative Deliberations:

The Senate convened a Statewide conference on the status of the Hawaii State Senior Center on the first Friday of January before the formal legislative session began. This was a signal of the high priority placed by the Senate on the future of the Center. To this open conference was invited the county executives on aging, operators of the on-going senior centers, the President of the University of Hawaii and the Chairman of the Board of Regents.

On the agenda was the Senate proposal that all Senior Centers would be placed administratively within the community colleges. The Executive Director, at that meeting, distinguished the model of the Multi-purpose Senior Center from the present operations by the three counties and the non-profit organization on Kauai. The definition as proposed by the National Institute of Senior Centers was used to differentiate senior clubs, adult lunch programs, senior centers, and multi-purpose senior centers.

In spite of this distinction, the proposal was not acceptable to the invitees. The President of the University commended the Center for its accomplishments, but did not envision a major

role of the University in the development of the Center.

In subsequent action, the Senate initiated and passed Senate Resolution 8. The Committee report stated, "The purpose of this resolution is to have the Hawaii State Senior Center, through the guidance and assistance of the State Commission on Aging, reassess its role and function in the spectrum of programs and services to the elderly and strongly consider a greater role and function in providing exemplary programs, training, research and other resources to senior centers in the State."[1]

The same report also suggested the development of paraprofessional training and the multi-disciplinary approach to the needs of the elderly. "The joint effort (between the Hawaii State Senior Center and the Honolulu Community College) will also maintain the necessary balance between the research and training orientation of the academic setting and the program and service orientation of a multi-purpose senior center. At the same time, the linkage will provide an example of full utilization of the capabilities of two different institutions in dealing with the needs of the elderly."[1]

In companion Senate Resolution 7 relating to all senior centers, the Senate Committee on Human Resources reported, "The purposes of this resolution are: 1) to encourage all existing multi-purpose senior centers to continue to provide a wide range

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[1] Senate Resolution #8, 1974 Session of the State Legislature.

of services, 2) to encourage other senior citizens with programs limited to group activities to work towards expansion and improvement of facilities into multi-purpose centers, and 3) to encourage all senior centers to be innovative in their approaches in meeting the needs of the elderly in the communities they serve."[2]

The same report noted that successful senior centers already exist as models for the development of other similar centers, providing wide range of individual, group and community services. The Committee also found that, "multi-purpose centers can facilitate coordinated service and program delivery to the elderly. Fragmentation, duplication and gaps in services can be reduced by attempts at meeting the social physical, and intellectual needs of the elderly all in one location. Further, that a broader range of services could be provided to more of the elderly than currently being reached."

Identical bills, H.B. 2139 introduced by Representative Kimura and S.B. 1693 introduced by Senator McClung, supported the continuation and expansion of the Hawaii State Senior Center by the University of Hawaii, Honolulu Community College. The Senate seriously considered the bill, while the House did not schedule hearings. Standing Committee Report 221-74 is revealing in its perception of the desires of the older participant. The text of the report in quoted:

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2 Senate Resolution #7. 1974 Session of the State Legislature

"Testimony presented by the Commission on Aging refers to and supports S.B. No. 1750-74, an administration bill, which places the Hawaii State Senior Center under the Department of Social Services and Housing. However, testimony like the following was received from senior citizens and which is basically representative of comments received at sessions held by the Senate Subcommittee on the Elderly during the interim: The contractual relationship between the Hawaii State Commission on Aging and the University of Hawaii, Honolulu Community College, has worked successfully. The combination of a center catering to the total needs of the older person with an educational emphasis is highly successful. Based on these statements, your committee recommends, that the present method of funding the Hawaii State Senior Center through the Commission on Aging, which contracts with the Honolulu Community College for the operation of the Center, should be retained."

G. Administration's Proposals:

In view of the considerable dialogue in the Legislature about the Center and its program, it was surprising that the Administration had seriously considered transferring the responsibility of the Center from the University of Hawaii to the Department of Social Services. A public hearing was held by the Commission at the Center and participants given an opportunity to express themselves on this issue. The participants unanimously supported the retention of the Center under the same auspices. This message

was conveyed to the Senate and the Honolulu Community College remained the operators of the program.

H. Sixth Year Operation of the Program:

The Hawaii State Senior Center continues under a contractual relationship between the Department of Budget and Finance (Hawaii State Commission on Aging) and the University of Hawaii (Honolulu Community College). The difference is that the Center receives wholly State funds. No federal funds are contributed for the continuation of the program.

The budget was reduced from $103,000 in Fiscal Year 1974 to $85,300 in Fiscal Year 1975. This reduction reflected a current level of operations with no expansion. The requirement for State matching in the form of buildings, fringe benefits and indirect costs were dropped, thereby reducing the total amount to only the cash outlay for the project operation. The staff will recommend measures in order to maintain the current level of services. Meanwhile, recommendations as suggested by the Senate Resolution #7 and #8 will be considered, but implementation activities will depend upon resources available outside the Center's budget.

I. Permanency of the Project:

The main issue of permanency is still unresolved because of the attitude of the sponsoring agency. The University has yet to give its stamp of approval through the budgeting mechanism. At the point the University budgets and defends the Center

operation, the program may then be considered "permanent".

The other alternative for permanency is for the Commission to become an operating agency at which time the Center would be one of its operational activities. The other alternative of becoming incorporated by one of the functional State agencies (such as the Department of Social Services and Housing, Department of Health, etc.) would impair the "holistic" approach to the participant which is the basis for the Center's success.

III. HYPOTHESIS OF A MULTI-PURPOSE SENIOR CENTER:

The organization and structure of the Hawaii State Senior Center is based on the "activity theory of Aging " (Havinghurst, 1961; Lemon Bengston and Peterson, 1969; and Atchley, 1971). The hypothesis presumes a positive relationship between continued participation in social activity and successful aging. This is in opposition to the "disengagement theory of aging" (Cummings and Henry. 1961), which holds that successful aging is negatively correlated with continued social participation but is related to gradual withdrawal from active life.

Cummings and Henry argue that the role of social participant that an individual plays during his earlier years becomes altered during his later years because our youth-oriented, production-geared society is not socially conducive to the aged. They contend that such an individual abandons his earlier role of social participant. "It is necessary", say Cummings and Henry, "for the older adult to adopt more passive roles, roles which are more the observer of life

than the activist. In effect, it is the withdrawal, a disengagement, from the active life which the individual had known in earlier days."

In contrast, Havinghurst (1961) reported that active participation in recreative activities, particularly after 60, offered substantial rewards to the successful aging subjects. He found that the concept of fulfillment need not necessarily decline after the working and reproductive years, that action-directed orientation produced desirable ends even when continued for some years beyond retirement age.

Considerable refinement is needed to specify the recreative activities which would afford lasting benefits to the older participants. There is a vast difference between bingo and lobbying, yet the judgement of its appropriateness depends largely at the level of the participant. This leaves us the principle of programming for a wide variety of activities and more importantly, to continue to challenge the participant to a higher level of involvement and participation.

The past year has been remarkable in the easy acceptance of the participants to courses offered by the community college. Again, the question is raised, "Why bother to learn technical information if you only have a few more years to live?" With surprising uniformity, the response was that the mental stimulation of the class work provided considerable satisfaction, more so than the usual activities.

By 1974,[3] DeCarlo reported that cognitive activities (as compared with motor and affective activities) "had the highest relationship with successful aging... This firding tends to indicate that the inclusion of the thought-processes during participation in all activity would probably be most beneficial to the enhancement of physical and mental life, particularly in later life."

It is concluded that those agencies, institutions and professionals providing recreative services should provide a sufficient variety of activities to expose the participants to, particularly those in the cognitive domain. This would also suggest that the method of reaching decisions in the type of activities to be offered be a process which has certain inherent values.

IV. DEFINITION OF A MULTI-PURPOSE SENIOR CENTER:

A. Functional Definition of a Multi-purpose Senior Center:

As experience is gained through action research, the definition of a "multi-purpose senior center" is also modified to fit relevant experience. To make sense out of the 4,000 "senior centers" throughout the United States, the National Council on Aging has defined a senior center as follows:

> "A physical facility open to senior citizens at least five days a week, and four hours a day, year-round. under a public agency or non-profit organization with community planning which provides, under the direction of paid professional leadership, three or more of the following services: 1) Recreation; 2) Adult education; 3) Health services; 4) Counseling and other services; 5) Information and referral services; 6) Community and voluntary services."

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[3] Recreation Participation Patterns and Successful Aging. Thomas J. DeCarlo, Ed. D. Journal of Gerontology 1974, Vol.29,No.4,416-422

Definitions often serve as guidelines and the Center was designed to meet these minimum standards and to stake out newer areas of development. Therefore, as a result of the five years experience, we offer the improved definition of a multi-purpose senior center.

> "A multi-purpose senior center is a special community of self-selected participants whose involvement and participation increase self-development, group development and the enhancement of the total community."

Evaluation:

The purpose of redefining a multi-purpose senior center is to provide a handle in evaluating the outcomes of the Center. A Center is essentially a facility for gathering people and it is the end product of changing the lives of people that should be evaluated. The fortuitous placement of the Hawaii State Senior Center within an educational institution encourages the Center to evaluate its mission through the positive changes in the client population.

The daily average attendance of 250 during instructional periods and a weekly offering of over 57 separate activities, presents a horrendous bookkeeping task. Unless a thermometer can be devised by which it could be periodically inserted, the task could be economically unfeasible. A separate research component the size of the present staff (7) would be needed to evaluate the present program.

Through the services of the University Evaluation Officer,

the Center has developed instruments which are used periodically. These instruments have been discussed in previous Annual Reports and have been published in Educational Research Institutional Clearinghouse.[4]

B. Guidelines for Geographic Catchment Areas:

Previous evaluations have amply demonstrated the increase in self-development and the group development by participants of the Center. The impact on other agencies receiving volunteer services will be evaluated in this report. By next year, the Center will be able to respond to a large question, "To what extent has the Center enhanced the total community?"

To do this, the community has to be specifically delineated to show a cause and effect relationship. The boundaries of the Center have been delineated and we expect that we will be evaluated on the basis of the improvement brought specifically to the Kalihi-Palama area.

We suspect that the demand for services by older people outside the geographic area is an indication of the wide acceptance of the Center and its program. Ironically the Kalihi-Palama area is designated the urban "model cities" area and yet persons living in more affluent areas demand the services of the Center.

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4 ERIC DOCUMENT SERVICE, LEASCO Information Product, Inc.. 4827 Rugbey Ave., Bethesday, Maryland 20014.

1) Development of Hawaii State Senior Center, ED 078 828
2) H.S.S.C.: 2nd Annual Report 7/1/70-6/30/71. ED 065 120
3) H.S.S.C.: 3rd Annual Report 7/1/71-6/30/72, ED 069 275
4) H.S.S.C.: 4th Annual Report 7/1/72-6/30/73, ED 082 731

(Price: Hard Copy $3.29. Microfiche price $0.65.)

C. Governance by the Area Participants:

While membership and direct services were extended to persons outside the area, the governance was restricted to the area participants. The rationale was to maintain the identity of the primary consumers and to allow them the responsibility for the direction and development of the program activities. The flavor of their needs and wants were to be reflected in the choice of activities. The representatives to the Participant Advisory Board are elected. To be elected requires that the participants be active in the total operation of the Center, both as a consumer and as a policy maker.

Election as officers of clubs, appointments as chairmen and group leaders, opened additional opportunities for participant involvement. Non-area members were still encourage to take active leadership but to allow the area membership greater weight.

This area-emphasis was needed because the residents of the target area are less educated, less sophisticated and less able to express themselves.

D. Governmental Operation:

The obvious advantage of a State operation was the funding requirement. It is very difficult for a private agency to support a comprehensive program. This is not to imply that they could not operate the program, but to emphasize that the replication throughout all parts of the State would require resources

not available by existing private organizations in Hawaii. It would be criminal to require this type of program to be supported by the participants when similar opportunities are provided without cost to other segments of the population.

The popular misconception is that government is slow, and therefore, cannot mount innovative programs. However, the placement of the Center within the umbrella of the University of Hawaii gave the operators considerable latitude in the design and operation of the program. The liberal personnel policies permits considerable flexibility within a system that is held openly accountable.

The third advantage for a State operation was the easy access to other State agencies which provide the array of direct services to the elderly. Hawaii is unique because most of its services are organized at the State level. Communications between agencies are very direct and personal. It is very difficult to hide behind a bureaucratic structure today, especially as most State personnel have a personal commitment to older people.

E. Focal Point of Services:

The full potential of a multi-purpose senior center cannot be discussed without commenting on the Center as a focal point of comprehensive and integrated services. The decision to separate the self-directive older person from the isolated and needy elderly

was made by the Commission on Aging when it offered the contract for the operation of the area-wide opportunities program to the City and County of Honolulu. To operate the program activities, the City in turn sub-contracted to the private agencies for the development and operation of the direct services within the same geographic area served by the Hawaii State Senior Center.

The Center (including its staff and participant leadership) opposed this move as it would fragment the locus of services. In retrospect, this decision may have been a blessing in disguise as the Center's program emphasis continue to focus on the educational outcomes of the program participants. However, in areas where there is less concentration of older people, it would make more sense to integrate the services for all older persons under a single administrative umbrella.

V. PROBLEMS DURING THE PAST YEAR:

A. Staffing:

During the past year, six of the eight staff positions terminated or resigned. Administratively, it presented a major problem as it drains energy from the development of new program activities into the recruitment and re-training of new staff. Fortunately, the loss of staff did not hamper the overall program as the strength of the program activities had been built into the participant leadership.

The staff count was projected at the commencement of the project for the attainment of 500 enrolled participants at the end

of the third fiscal year. This count was exceeded in the first calendar year until the present enrollment of 1,900. Beyond this, the Center serves an estimate 3,000 non-members a year, who come for one-shot service request. This non-enrolled person to be served was not anticipated at the beginning of the program.

The staff count has not been increased in proportion to the increase of services. The last budget request included the need for additional staffing but was not approved by the Legislature. We expect further staff turnovers until the situation is corrected.

We will continue to request the additional personnel in the next budget.

B. Other Sources of Funding:

Low priority is given to problems of the elderly when in competition with other age groups. Two cases are cited as examples:

1) Regional Medical Program of Hawaii:

The proposal to spin off the existing multi-phasic screening from the Center to increase its expertise and to provide wider coverage was not approved by RMPH. The project was highly regarded but dropped in priority in competition with other disease entities. We are still convinced that the maintenance of well-health among older people through an early screening and detection system is more productive than to support a range of medical programs which is used only when the symptons become apparent.

2) National Endowment of the Performing Arts:

In spite of strong congressional support, we were not funded for a project proposal to use the talents and skills of the older citizens to interact with the school children. The purpose was to demonstrate through the performing arts, the retention of the ethnic cultures and its value in a cosmopolitan community.

VI. NEW ACTIVITIES IN 1973-74:

Honolulu Community College Courses:

The participation of the Honolulu Community College was the most outstanding addition to the Center program. The single course offering in the Fall led to three in the Spring and another three during the Summer. All courses were well received by the participants. Perhaps the most delightful outcome was the positive expression of optimism by both the older student and the faculty -- the students for the additional stimulation and the faculty for the positive feedback they received from the students. Each teacher was hosted to a luncheon at the end of the course. The students openly expressed their appreciation and admiration of their teachers.

Concurrently, the Legislature approved the bill to give persons over 60 the privilege of attending the University and Community College, tuition-free. The impact of the courses at the Center was felt at the Legislature through testimonies of the value of courses to Seniors.

CHARLES W. AMOR
Executive Director

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THE SENATE
SEVENTH LEGISLATURE, 19 74
STATE OF HAWAII

S.R. NO. 7 S.D. 1

SENATE RESOLUTION

RELATING TO ALL SENIOR CENTERS AS IMPORTANT ENTITIES IN THE SPECTRUM OF PROGRAMS AND SERVICES TO THE ELDERLY.

WHEREAS, an assessment of the vital programs and services available to the elderly reveals that both public and private senior centers are valued resources in the communities throughout the State; and

WHEREAS, at the present time, some of these senior centers, especially those on Kauai and Oahu, have been recognized as multi-purpose centers providing a range of services, including individualized services, group activities, and community services, thereby serving as community facilities in which older residents can fulfill their physical, social, and intellectual needs; and

WHEREAS, there are also other senior centers in the State with programs restricted to group activities, including recreation and social events, which are indicative of their limitations and infancy stage of program development and growth; and

WHEREAS, in view of the efforts of the Legislature to provide for the coordination of the delivery of programs and services to the elderly through the guidance and direction of the State Commission on Aging and the county committees or agencies on aging, the development of more multi-purpose centers would contribute greatly to satisfying some of the needs of the elderly in Hawaii; and

WHEREAS, it is important that the fulfillment of the needs of elderly, a distinguished segment of the population who have made significant contributions to Hawaii, be viewed as a major state goal and the operation of more multi-purpose senior centers would bring the State closer to realizing this goal; now, therefore,

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S.R. NO. 7 S.D. 1

BE IT RESOLVED by the Senate of the Seventh Legislature of the State of Hawaii, Regular Session of 1974, that all existing multi-purpose senior centers be encouraged to continue to provide a wide range of services and that other senior centers with programs limited to group services work toward expansion and improvement of their facilities into multi-purpose centers; and

BE IT FURTHER RESOLVED that all senior centers be encouraged to be innovative in their approach to meeting the needs of the elderly residing in the communities they serve; and

BE IT FURTHER RESOLVED that certified copies of this Resolution be transmitted to the Director of the Commission on Aging, the Executive Director of the Hawaii State Senior Center, the executive secretaries of the county committees on aging, and the Acting Director of the Honolulu Area on Aging. The executive secretaries of the county committees on aging and the Acting Director of the Honolulu Area on Aging shall forward copies to each senior center operating within their respective counties.

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THE SENATE
SEVENTH LEGISLATURE
STATE OF HAWAII

S.R. NO. 8

SENATE RESOLUTION

RELATING TO THE ROLE AND FUNCTION OF THE HAWAII STATE SENIOR CENTER.

WHEREAS, the Hawaii State Senior Center is in its fifth year of operation as a demonstration multi-purpose senior center administered by the Honolulu Community College in the defined neighborhood of Kalihi-Palama; and

WHEREAS, as a model of a multi-purpose senior center, the Hawaii State Senior Center provides programs and direct services to the elderly in three major areas: (1) individualized services which include informational and referral services and health programs; (2) group activities such as educational programs, special events, and social clubs; and (3) community services involving social services, social action, and community programs; and

WHEREAS, the association of the Hawaii State Senior Center with the Honolulu Community College has provided the Center with a certain amount of prestige in being connected with an institution of higher education but more importantly, this association has enabled a concentration of effort and efficient use of available professional personnel and equipment thereby reducing the operational costs of the Center; and

WHEREAS, however, perhaps the time is opportune for the Hawaii State Senior Center to take fuller advantage of its association with the Honolulu Community College by becoming a more dynamic and cohesive setting in which exemplary programs can be developed for implementation at senior centers located throughout the State; and

WHEREAS, the Hawaii State Senior Center is at a stage in its development where more effort can be devoted to research, training, and program development--i.e., to become a mission-oriented center with a multidisciplinary approach in order to serve as an informational and advisory source; now, therefore,

BE IT RESOLVED by the Senate of the Seventh Legislature of the State of Hawaii, Regular Session of 1974, that the Hawaii State Senior Center, through the guidance and assistance of the State Commission on Aging reassess its role and function in the

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S.R. NO. 8

spectrum of programs and services to the elderly and strongly consider a greater role and function in providing exemplary programs, training, research and other resources to senior centers in the State; and

BE IT FURTHER RESOLVED that certified copies of this Resolution be transmitted to the Chairman of the Commission on Aging, the Director of the Commission on Aging, and the Executive Director of the Hawaii State Senior Center.

OFFERED BY:

PROGRAM OUTPUT
Fiscal Year Ending June 30, 1974

		Monthly Range Lowest	Highest
1. Unduplicated Number of Older Persons Served Directly:			
a. Enrolled Members	1,984		
b. Estimated Non-Members (Visitors, Individualized Services & Screening)	2,177		
2. Unduplicated Number of Low-Income Persons Served	73.5%		
3. Unduplicated Number of Older Volunteers Serving Project		174	434
4. Unduplicated Number of Persons Reached By Mass Media	6,000		

SERVICE ACTIVITIES

	Number of Persons Served		
1. Facilitation of Health Services	731		
2. Information, Referral and Counseling	5,553		
3. Adult Education		274	984
4. Recreation and Other Free-Time Activities		1,330	6,997

STATISTICS TO ASSESS ATTAINMENT OF PROJECT OBJECTIVES

Objective #1: To establish the concept of a central meeting place for older people to meet their multiple concerns.

		Projected	Actual
Project Year I	Membership Objective	500	698
Project Year II	To Increase by 20%	600	927
Project Year III	To Increase by 20%	720	1,575
Project Year IV	To Increase by 20%	864	1,776
Project Year V	To Increase by 20%	1,037	1,984

A. MEMBERSHIP:

		Total
1) Regular	1,402	
2) Associate	285	
3) Guests	235	
4) Service	62	
		1,984

B. ATTENDANCE:

1) Regular Members: Males	12,881	
Females	24,756	
		37,637
2) All Others: Associates, Guests, Service, Visitors		18,238
		55,875

3) Unduplicated Count: (Regular Members)

a. Males	2,399
b. Females	6,512

4) Average Daily Attendance:

a. Regular Members Only	210
b. All Others	314

5) Individual Use of Facilities ---------- 46,729

Objective Number 2: To increase the opportunities for older persons to realize his potentialities and capabilities from within the Center.

GROUP ACTIVITIES

		Total
A. Regularly Scheduled Groups:		650
1. Educational	152	
2. Recreational	427	
3. Administrative	24	
4. Other Groups	47	
B. Special Events:		95
1. Educational	15	
2. Recreational	49	
3. Other Groups	12	
4. Administrative	19	
5. Informal Table Games		6,306
C. TOTALS:		
1. Activities		745
2. Sessions		2,407
3. Attendance		63,421
D. Report of Participant Characteristics:		
(See attached cumulative report for period ending June 30, 1974)		
E. Volunteer Services (by hours):		
1. For Center		16,703
2. For Other Agencies		7,309

Objective Number 3: To provide opportunity for agencies to deliver integrated and coordinated services from within this Center.

Variety of Scheduled Activities	Class Size	Actual Count	Average Size	Total Hours
Group Activities by Agencies				
Department of Education, Adult Division				
Monday Sewing, A. M.	25	715	18	97.5
Monday Sewing, P. M.	29	760	20	95.0
Thursday Sewing	18	336	17	50.0
Friday Sewing	16	379	15	62.5
Saturday Sewing	16	395	15	67.5
Basic English - Japanese	32	716	28	52.0
Basic English - Japanese	12	75	12	12.0
Basic English - Chinese	14	186	13	28.0
Basic English - Japanese	30	1,045	28	70.0
English Conversation	28	724	20	74.0
Japanese Conversation	11	293	10	60.0
Citizenship, A.M. & P.M.	17	539	12	96.0
Cooking	15	326	14	55.0
Flower Arrangement	15	381	13	60.0
Hawaiian Language &Culture	21	541	16	66.0
Subtotal		7,412		945.5
Department of Social Services				
Vocational Rehabilitation				
(Handicapped Group)				
Variety Program	7	232	6	36.0
Department of Health				
Activity Sessions for Patients of Boarding Homes Operators				
	26	597	19	32.0
Hawaii State Senior Center Staff				
Filipino Dance Class	14	383	9	41.0
Leadership Training				
Canteen Lunches (Consolidated to Club Lunches)				
First Wednesday Program	65	350	58	30.0
Third Wednesday Program	150	555	139	16.0
Workshops	90	358	85	10.0
Subtotal		1,646		97.0
HSSC Instructional Volunteers				
Ballroom Dance, Wednesday	40	1,198	29	69.0
Ballroom & Folk Dance, Friday	70	2,015	42	73.5
Birthday Parties	275	2,310	231	25.0
Chinese Social Club	225	10,788	215	150.0
Okinawa Social Club	285	11,631	237	196.0
Japanese Social Club	80	3,468	72	144.0
Hawaiian Social Club	25	524	18	34.0
Filipino Cultural Club	35	1,061	26	135.0
Cosmopolitan Club	15	515	11	49.0
Lanakila Social Club	75	1,472	44	87.5
Hula Class	25	889	21	105.0
Advance Hawaiian Seeds Craft	12	449	10	112.5
Beginners Hawaiian Seeds Craft	10	389	8	120.0
Advance Ukulele Class	12	378	8	92.0

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HSSC Instructional Volunteers (Cont'd)	Class Size	Actual Count	Average Size	Total Hours
Beginners Ukulele Class	10	412	8	92.0
Uke & Sing	8	214	7	28.0
Chinese Dance	14	587	10	56.0
Japanese Dance	12	413	8	100.0
Painting	6	351	5	33.0
Arts & Crafts, Tuesday	18	831	16	110.0
Arts & Crafts, Friday	12	237	8	96.0
Tai Chi	20	1,045	16	84.0
Rainbow Camera Club	50	1,073	44	60.0
Rock & Mineral	25	661	12	51.0
Charm Class	10	59	7	18.0
Samisen	5	94	3	32.0
Bible Study in Japanese	20	936	17	96.0
Weight Watchers	8	124	7	16.0
Foster Grandparents	23	479	19	24.0
Outreach Program	26	397	17	38.0
Swimming	12	304	10	21.0
Hair Grooming	12	118	10	6.0
Bag Weaving	18	627	13	75.0
Show and Sell	90	575	80	15.0
Religions of the World	10	81	9	9.0
Quilt Design	31	31	10	4.5
Corsage Making	7	92	6	14.0
International Bible Class	4	30	2	5.0
Self Development Class	10	40	7	6.0
Hawaiian Humanism Class	26	26	26	2.0
Ilocano Class	12	147	7	21.0
Knitting	16	83	12	7.0
Ribbon Flower Making	9	65	9	7.0
Sewing for Elderly	25	25	25	2.0
Calligraphy	15	15	15	1.5
Jewelry Making	11	304	6	48.0
World Health Class	10	166	9	11.0
Hawaiian Politics	12	139	9	16.0
Business Writing	12	145	11	10.0
Speech Class	9	97	8	14.0
Moon Harp Class	7	138	5	30.0
Mandarin Class	20	682	16	130.5
Lima Kokua	16	251	9	28.0
Organic Gardening	12	358	10	21.0
Ceramics	14	546	12	90.0
Subtotal		50,285		2,921.0
Culture and the Arts Program				
Rondalla	12	364	9	74.0
Filipino Cultural Club	22	810	18	90.0
Instrumental Class	12	323	9	68.0
Subtotal		1,497		232.0
Excursions				
Standard Oil Company	48	96	48	8.0
Waimanalo Farm	48	151	50	12.0
Picnics	60	285	57	20.0
To Oceania Floating Restaurant	33	33	33	2.5
To Pagoda Restaurant	50	50	50	2.5
To Polynesian Cultural Center	135	135	135	4.0

Objective #3 Cont'd

Excursions (Cont'd)	Class Size	Actual Count	Average Size	Total Hours
To Around the Island	240	240	240	6.0
To Organic Garden, Pearl City	50	50	50	3.0
Subtotal		1,040		58.0
Special Events				
Thanksgiving Luncheon	470	470	470	4.0
Christmas Party	920	920	920	6.0
Lantern Festival	90	90	90	2.5
HCC Faculty Luncheon	120	120	120	2.0
Community Service	156	156	156	3.0
Retired Federal Employees	100	100	100	1.5
May Day Festival	150	150	150	2.0
Filipino Nurses Organization	50	50	50	3.0
Japanese Senior Citizens from Japan	90	90	90	3.0
Golden Fellowship Senior Citizens of the Assembly of God Church	20	20	20	2.5
Hearing on DSSH Legislation	300	300	300	2.0
		2,466		31.5
			GRAND TOTAL HOURS	4,353.0

International Entertainers Group Visits to Institutions

Leahi Hospital
Lunalilo Home
Laniolu Retirement Home
Maluhia Hospital
Detention Home
Beverly Manor
Island Nursing Home
Hale Nani Hospital
Lavada Nursing Home
Hale Malamalama Nursing Home
Palama Settlement Mental Health Day Hospital
Kida Nursing Home
Salvation Army Senior Center
Shriners Hospital
Pohukaina School
Convalescent Center of Honolulu
Susannah Wesley Community Center
Kalanihuia Retirement Home
Kuakini Day Care Center

Objective Number 4: Individualize services to older persons.

Services to Individuals	Ending June 30 1971	1972	1973	1974
A. Registration Interviews: (Regular New Members)				
1. Males	99	139	71	82
2. Females	207	201	125	144
B. Informational Interviews	316	615	1,089	2,097
C. Counseling Interviews	134	137	98	108
D. Referrals:				
1. To Center	536	326	154	1,319
2. From Center:				
a. In-Center	112	216	298	526
b. Outside Agency	159	165	283	880
E. Outreach	161	58	40	78
F. Health Screening	1,018	886	905	514
G. Health Education	338	192	4	5
H. Bus Passes Issued	417	950	590	*414
TOTALS	3,497	3,885	3,657	6,167

*Discontinued as of 5/15/74

CUMULATIVE

REPORT OF PARTICIPATING MEMBERSHIP CHARACTERISTICS

Date Report Period Ended June 30, 1974

1.

Enrolled Participants		Terminations
Total 1,402		
Sex:		
Male	476	
Female	926	

Gross Total (including Guests and Associate Membership)*	1,984

2. National Minority Category	Number	% of Total
A. American Indian		
B. Spanish Surname	11	0.793
C. Negro	2	0.144
D. All others (Orientals, Hawaiians, etc.)	1,375	99.063
TOTAL	1,388	100%

3. Ethnic Distribution in Project Target Area

Ethnic Group in Target Area	% in Area	Actual Number Enrolled	% of Total Enrolled
Japanese	39%	715	51.0
Part Hawaiian	16%	75	5.350
Caucasian	15%	16	1.141
Filipino	14%	67	4.779
Chinese	11%	460	32.810
Other	3%	32	2.282
Hawaiian	2%	37	2.639
TOTAL		1,402	100%

* Characteristics of Guests and Associate Membership are not included in this report.

4. Age	% of 55+ in Area	Actual	% of Total
Under 55		6	0.428
55 - 59	36%	132	9.415
60 - 64	28%	258	18.402
65 - 69	15%	442	31.526
70 - 74	11%	295	21.041
75 - 79	6%	164	11.698
80 - 84	3%	84	5.991
85 +	1%	21	1.498
	TOTAL	1,402	100%

5. Education	Area Distribution	Actual	% of Total
No School	4%	159	11.341
1 - 4 years	7%	283	20.185
5 - 8 years	19%	575	41.013
9 - 12 years	57%	293	20.899
1 - 2 years college	6%	42	2.996
3 - 4 years college	5%	30	2.140
5 years and over	2%	20	1.426
	TOTAL	1,402	100%

6. Individual Income	Area Distribution	Actual	% of Total
No Income		5	0.357
Under $3,000	11%	936	66.762
$3,000 to 4,999	14%	210	14.979
5,000 to 6,999	22%	111	7.917
7,000 to 9,999	24%	74	5.278
10,000 to 14,999	20%	46	3.281
15,000 and up	9%	20	1.426
	TOTAL	1,402	100%

7. Single Family Participants

	Target Area Male	Actual	Target Area Female	Actual
Widowed	8%	52 = 57.778%	25%	446 = 88.317%
Divorced and Separated	10%	23 = 25.555	15%	42 = 8.317
Single (never married)	82%	15 = 16.667	60%	17 = 3.366
		90 100%		505 100%

8. Marital Status by Sex (over 17 years)

	Male	Actual	Female	Actual
Married	67%	376 = 80.171%	65%	419 = 46.145%
Unmarried	33%	93 = 19.830	35%	489 = 53.855
		469 100%		908 100%

9. Hard to Reach Participants by Percentage of Total Membership

(Compared to 1969 National Survey)*

		Actual HSCC
a. Persons having Center as main activity	(58)	
b. Persons living alone	(52)	
c. Financially impoverished participants ($2,000 single and $4,000 couple)	(32)	
d. Male Participants	(29)	
e. Minority Group Participants	(19)	
f. Disabled Participants	(11)	

SOCIAL GROUPS AT THE HAWAII STATE SENIOR CENTER

Motivation for Group Membership

There are many theories extant as to the motives of men. W. I. Thomas, for example, has developed a generalized model based on four "wishes." The four "wishes" (motives) are security, new experience, recognition and response.

SECURITY. All wishes or desires stem from man's ability to think, and the way he satisfies these wishes is based upon his basic value orientation. Some individuals satisfy the security wish by being accepted into groups which they consider to be important to their well being. Several writers have proposed that an individual's security is relative to the degree of his feeling of acceptance by the group.

NEW EXPERIENCE. This wish or motivation may be satisfied by seeking contacts with new people, seeking out or creating new social situations in which to become involved, learning and accepting new and different responsibilities, and learning to play new and different roles.

RECOGNITION. The wish for recognition is expressed in the desire of the individual to be somebody in the eyes of his fellows.

RESPONSE. The wish for response is the desire to be wanted; the feeling that others enjoy one's association and wish to continue it. An individual satisfies his need

for response by gaining acceptance with a small number of individuals, his peers, who know him on a primary face-to-face basis and accept him as a person for what he is.

All of these four "wishes" are important in understanding the motivation of individuals to seek out and join a social group at the Hawaii State Senior Center.

Behavioral Objectives Model for Group Activities

Over a year ago the Director of the Hawaii State Senior Center developed a hierarchical set of behavioral objectives covering three major components:

1. Individualized Services (See Appendix B, HSSC Fourth Annual Report, July 1, 1972 - June 30, 1973).
2. Group Activities
3. Community Development

The role of social groups at the HSSC is interpreted in terms of the generalized model for Group Activities:

Level	
INFORMAL	1. A sense of freedom and choice. 2. Individual in informal groups also joins classes. 3. Individuals in informal groups encourage others to join other activities. 4. Individuals will respect the opening ceremony and participate in Center-wide activities. 5. Members of informal groups are ready and willing to share in work activities regardless of ethnic differences.
FORMAL	1. The group has a written statement of purpose or objectives. 2. Equal opportunity is given to the ethnic groups. 3. Leadership is self-perpetuating. 4. Individual groups relate to higher level for coordination (Club Council). 5. Overall policies and guidelines are established and promulgated by the Participant Advisory Board.

Level	
CENTER IDENTITY	1. The total program reflects the needs of the community it serves. 2. The offerings are satisfying to the participants. 3. Group shows consideration for other groups. 4. Program gaps are mutually identified and developed by participants and staff. 5. Center goals take precedence over other sub-groups.
PEER SUPPORT	1. Individuals see a need and convince a group to meet the need. 2. Participants easily respond to the sick and disabled. 3. People with talent are tapped and given the freedom to be creative. 4. Groups respond quickly to identified needs. 5. Communication and interaction among ethnic groups are easy and natural.
COMMUNITY DIRECTED	1. Staff suggests groups to go into the community. 2. Altruistic leadership emerges. 3. The Center takes position on issues affecting senior citizens. 4. The Center identifies the unmet community needs and groups respond to meet that need in an organized manner. 5. Linkages to other programs flow in and out of the Center.

Formulation of Club Objectives for 1974

In order to test the relationship between formal organizational objectives and accomplishments during 1974, each of the major HSSC units was requested to submit a written statement of club objectives early in the Spring. This activity coincided with the election of new officers for each club, and was designed to direct the "thinking" of the group for the Spring session.

Table 1 presents the edited objectives formulated by each of the nine clubs (i.e., Chinese Social Club, Cosmopolitan Club, Filipino Cultural Club, Hawaiian Seeds Craft, Hawaiian Social Club, Japanese Social Club, Lanakila Social Club, Lima Kokua, and Okinawan Social Club).

TABLE 1

FORMULATION OF CLUB OBJECTIVES: 1974

Organization	Objectives
Chinese Social Club	a. To help members experience new social relationships. b. To assist members to fill their basic emotional needs in a group setting. c. To provide a source of manpower to serve and participate in the program of the Hawaii State Senior Center.
Cosmopolitan Club	a. To promote community service by visiting the King's Daughters Home and Leahi Hospital. b. To provide members with the opportunity to experience recreational outlets. c. To provide an educational program with guest speakers and films each month. d. To generate harmony, love and compassion for everyone. e. To cooperate with other members, other clubs, and the Center staff.
Filipino Cultural Club	a. To promote fellowship and welfare for its members. b. To keep alive the traditional arts and culture of the Philippines. c. To develop love and appreciation of Philippine culture. d. To provide a source of manpower and volunteers to serve and to participate in the programs of the HSSC.
Hawaiian Seeds Craft	a. To promote fellowship and welfare for its members. b. To provide a source of manpower and volunteers to serve and to participate in the programs of the HSSC. c. To promote the learning of Hawaiian seedcraft.

TABLE 1 (Continued)

Organization	Objectives
Hawaiian Social Club	a. To participate in singing Hawaiian songs and playing the ukulele. b. To aid the handicapped to participate in minor handicrafts. c. To do more community work. d. To generate harmony among club members. e. To cooperate with other clubs and Center staff.
Japanese Social Club	a. To provide an educational program through use of films on travel and lectures on topics of interest to members. b. To help members create friendly relationships (through weekly luncheons and Minyo dancing). c. To provide members with opportunities to participate in educational field trips. d. To learn and perpetuate traditional features of Japanese heritage (e.g., flower arrangement, Japanese dance, singing folk songs, conversational Japanese, etc.). e. To encourage participation in Center-wide activities and to enjoy other ethnic groups and their heritage. f. To bring happiness to those "shut ins" who are not able to join us at the Center; to continue visitations to Kuakini Home and Kuakini Day Care Center. g. To educate the public on the needs of senior citizens.
Lanakila Social Club	a. To promote fellowship and welfare of its members. b. To provide a source of manpower and volunteers to serve and to participate in the program of the HSSC. c. To promote ballroom and folk dancing and other social activities.

TABLE 1 (Continued)

Organization	Objectives
Lima Kokua	a. To promote fellowship and welfare of its fembers. b. To provide a source of manpower and volunteers to serve and to participate in the programs of the HSSC. c. To learn new skills and increase educational opportunities to make the best use of leisure time.
Okinawan Social Club	a. To provide as wide a variety of activities as possible. b. To provide recreation in the form of films. c. To utilize guest speakers to provide knowledge about Okinawa before Japanese domination. d. To provide time for members to do exercises together in order to keep in good health. e. To provide recreation through dance and special outings. f. To promote community service through visits to Maluhia Hospital.

Note: The membership of the nine clubs was:

	No. of Members (As of 8/23/74)
Chinese Social Club	537
Cosmopolitan Club	35
Filipino Cultural Club	28
Hawaiian Seeds Craft	26
Hawaiian Social Club	40
Japanese Social Club	300
Lanakila Social Club	70
Lima Kokua	26
Okinawan Social Club	427

Accomplishments for 1974

By the middle of July (1974), each of the nine clubs submitted a statement of accomplishments. These statements are appended to this evaluation report.

The reader will find it interesting to compare the earlier statements of purpose ("objectives") with the real-life activities of the clubs. It is apparent that the nine clubs are actively developing social-participatory skills among a large segment of the HSSC clientele.

Concluding Statement

An inspection of the statements concerning objectives and accomplishments suggests two generalization: (a) Social groups at HSSC are fulfilling human needs (e.g., "wishes" for security, new experience, recognition and response), and (b) Social groups are important vehicles for producing Center identity, peer support and community directed activities.

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CHINESE SOCIAL CLUB
President's Report-1974

The Chinese Social Club has a membership of 528. "Involvement and Participation" is the theme for the year 1974. According to the Constitution of the Club: The Purpose

A. The members will experience new social relationship.
Our group membership meets weekly on Fridays from 9:30 to 11:00 A. M.

1st. Friday - movies or group outings
2nd. Friday - Business or general meeting
3rd. Friday - Special activities- programs or demonstrations
4th. Friday - Educational or Centerwide communications
5th. Friday - Special activities- programs or demonstrations

Special Calendar of Social Activities:

Jan. 4 - Open House Program - introducing new leadership
Feb. 15 - Valentine Program
Feb. 20 - Show and Sell sponsorship
April 10- Centerwide Birthday Party sponsorship
April 27- Family dinner, Fun night at Golden Duck Chop Suey
May 31- Father and Mother Day Program
June 7- Island Federal Community Luncheon at Pagoda

Summer Excursions:

June 26, Wednesday- Waimanalo Experimental Farm
Aug. 2, Friday - Makaha Beach and Makaha Inn

B. The members are helped to fill their basic emotional needs in a group setting.
Each member selects own meaningful activity at the Center

1. Games
2. Dancing
3. Crafts
4. Tai Chi
5. Educational Classes
6. Chinese Social Club - 8:00 to 11:00 A.M.

a. Basic English class meets in the Library 8:00-9:30 A.M. Because the elders emphasized the need of basic everyday English. This class was started by Mabel Lyau (retired teacher) in March 1974. Today there are 12 students. This group has proven that the system established by Mabel Lyau that everyday basic English taught instead from the book system in this relationship is enjoyed by the elderlies. The eagerness and happiness shown on their faces that a new phrase learned is an accomplishment.

b. The weekly group meets 9:30 to 11:00 A.M. to come together so that the source of information to and from the elderlies for special interests and tap their potentials and ideas. This program has helped many of the elderlies from isolating themselves from the community by coming to a facility to socializing and working together to help each other and create a special community where individual, group and community services are available. I am sure given time, guidance and communications mutual interest could be tapped to be a benefit to any community.

c. To provide a source of manpower and volunteers to serve and participate with the program of the Hawaii State Senior Center. Many of our elders volunteering is new in their lives.

Chinese Club Cont'd

Some of our leadership are in different slots of volunteering. As instructors, entertainers, with special agencies and Center helpers.

The Palolo Chinese Home is our club's community service project. The 1974 program for the Palolo Chinese Home is to take 4 elderlies from the home to our special activities. Four times in the year and on two occasions socializing visitation to the Home. One in June for Father and Mother's Day program and one in December for Christmas program. Mrs. Alice Leong hosts and brings the elderlies to and from the home. Lunch for this program are from the Island Federal Community Luncheon. Also $25.00 is pledged for the HSSC entertainment fund. Mr. James Chun also volunteers to the Palolo Home. He involve the elderlies to physical fitness by participating in the Tai Chi Program.

Assistance to the Center's P.A.B. financial budget, our club has pledged the sum of $500 from the treasurer's account and from the efforts of Show and Sell could raise another $100. The club's money comes from the $1.00 membership dues, selling lunches, miscellaneous food donations sold, money donations from members and friends and efforts of Show and Sell.

CHINESE SOCIAL CLUB OFFICERS - 1974

President..... Mrs. Ellen Y.H. Fong
1st Vice-Pres. Mr. James Chun
2nd Vice-Pres. Mrs. Margaret Lum
Treasurer..... Mr. Allen Lyau
Asst. Treas... Mrs. Alice Leong
Secretary(Eng.)Mrs. Alice Wiggs
Secretary(Chin.)Mr. Kong Kee Lum
Auditor..... Mr. Lang Leong
Asst Auditor.. Mr. David Au
Sgt at Arms... Mrs. Amy Yee
" " " Mr. George Young
" " " Mr. Ai Chang
Director..... Mr. Jun Lum Young

COSMOPOLITAN CLUB
Accomplishments- 1974

Monthly visit to King's Daughters Home

Monthly visit to Leahi Hospital

Monthly sponsorship of First Wednesday Programs

One Birthday Party sponsorship

One Show and Sell sponsorship

Luncheon to raise money for our Community Service projects

In 1974 we presented a new Hawaiian flag and a new American flag with poles and eagles to the Hawaii State Senior Center

Gained seven new members

Tour of temple of the Gods Shrine and lunch at Haiku Gardens

COSMOPOLITAN CLUB OFFICERS - 1974

President ..... Mrs. Leona Greenhalgh

Vice-President... Mrs. Elizabeth Rodrigues

Treasurer ..... Mr. Harry Tung

Secretary ..... Mrs. Mary Conces

Auditor ..... Mr. Henry Wong

FILIPINO CULTURAL CLUB
Accomplishment 1974

Heart Association of Hawaii - members stuffed envelops on 3 consecutive Saturdays.

Instructional Activity - obtained new club advisor

Learning Activity - increased knowledge of Filipino folk dancing. More time spent doing.

Community participation - attended and participated with other Filipino organizations in identifying Filipino Cultural activities for all ages.

Center Services - sponsorship of July Birthday Party. Recruitment of center-wide volunteers.

FILIPINO CULTURAL CLUB OFFICERS - 1974

President	Mr. Fermin Cruz
Vice-President	Mr. Agaton Javier
Treasurer	Mrs. Felisa Soriano
Secretary	Mrs. Anne Alvarez

HAWAIIAN SEEDCRAFT CLUB
Accomplishment 1974

Center Services:

Sponsorship of Founder's Day Birthday Party.

Display of crafts at city-wide Senior Citizen's Day

Promotion of Waimanalo Farm excursion

Learning Activities:

Introduction of new seed crafts

Three new members enrolled

Leasure-time Activities:

Club sponsored luncheons

Participation in Center-wide activities

OFFICERS 1974

President	Mr. Shigeru Shirabe
Vice-President	Miss Mabel Hamamura
Secretary	Mrs. Agnes Leong
Treasurer	Mrs. Jane Fujita
Auditor	Mr. Alexander Ho

HAWAIIAN SOCIAL CLUB

REPORT FOR 6 months

January & February - Did some work for the Hawaii Heart Association

March - Ulu Mau Village Trip

March - Entertained at Damien High School

March, April, May and June - Visit and sing at Beverly Manor Convalescent Home.

April - Entertained at Kaiulani School

June - Sponsored Birthday Party

Teach Hawaiian Language

OFFICERS - 1974

President	- Mrs. Mary Conces
Vice-President	- Mrs. Annie Palakiko
Secretary	- Mrs. Leilani Itamura
Treasurer	- Mrs. Alice K. Shaudys
Auditor	- Mrs. Julia Aipelena

JAPANESE SOCIAL CLUB
Accomplishments
January - June 1974

We Play:

Social and fellowship.
New Year's Teahouse Party - Kanraku Tea House
March Birthday Party sponsor - Theme "Cherry Blossom Time". Special guest, the reigning queen - Cherry Blossom Queen, Jill Matsui.
Japanese Community, Honolulu Japanese Junior Chamber of Commerce project.
Monday lunch - canteen prepared and served by members and also sold to anyone who is HSSC member and wishes to buy.
Annual Club picnic at the Ala Moana Park.
Participation in the Japanese Community wide United Japanese Society first annual festival of dances contest for interested senior club members. Our club won second place and the beautiful trophy is on display.

We Learn:

Educational travelogue films shown at our every Monday meetings.
Easter bonnet contest participation by our individual members.
Trip to Reno
Lecture and demonstration on health well being presentation by our member, Rev. Kunisuke Sakai.
Neighbor island trips.

We Serve:

Volunteer project - regular visitation to the Kuakini Day Care and Kuakini Home.
Fund raising - Show and Sell.
Inari - sushi sale.
Old American Commission on Aging recognition luncheon participation. Two outstanding volunteers of our club were nominated and recognized at the HIC luncheon sponsored by the Committee on Aging city wide project.
Various R.S.V.P. participation by individual members.
Over-all volunteer services to H.S.S.C.
Gardening - vegetables used for Monday canteen.

OFFICERS - 1974

President - Mr. Roy Kushima
1st Vice-Pres. - Mrs. Mazie Kurisaki
2nd Vice-Pres. - Mrs. Grace Nishida
Secretary-English - Mrs. Dorothy Tsuji
" Japanese - Mr. Roy Abe
" Asst. - Mrs. Mildred Morioka
Treasurer - Mrs. Lillian Yamashita
" 1st Asst. - Mrs. Helen Sheldon
" 2nd Asst. - Mrs. Fusa Sakamoto

Auditors: Mr. Hachiro Kanakuri
Mr. Kenichi Nakaya
Mr. Sueo Sonoda
Mr. Masaru Yamada
Mr. Hideo Miyahara
Mr. Isamu Kurihara

Sgt. at Arms:
Mr. Mataichi Nakamura
Mr. Shinsaku Takakawa
Mr. Naota Mita
Mr. Akira Hashimoto

LANAKILA SOCIAL CLUB
Accomplishments 1974

Sponsored January Birthday Party

Members volunteered as participants in the June Flag Day Program

Monthly visit to Club's community project - Honolulu Convalescent Center

Club members teach other Center participants social dancing

OFFICERS - 1974

President	- Mrs. Trude Chang
Vice-President	- Mrs. Violet Campbell
Secretary	- Mrs. Ellen Goo
Treasurer	- Mr. David Dang
Auditor	- Mr. Gordon Yap
Sgt. at Arms:	- Mr. Tin Yau Goo
	- Mr. McKinley Campbell

LIMA KOKUA CLUB
Accomplishments 1974

Sponsored May Birthday Party

Annual May Club Luncheon for club members

Working together as a club in making items for Center's concession

Make and donate cookies for First Wednesday program

Members volunteer with clerical duties for Center

OFFICERS - 1974

President	- Mrs. Jeannie Louis
Vice-President	- Mrs. Henrietta Yamamoto
Secretary	- Mrs. Margaret Omine
Treasurer	- Mrs. Lucy Makasobe
Auditor	- Mrs. Rose Morgan

OKINAWAN SOCIAL CLUB

1973

August 9	Annual Picnic at Ala Moana Park (Area 24).
September 12	Ceremony for New Extension of Building. Also September Birthday Party. Mrs. Shizu Kaneshiro performed the classic dance. "Naginata Dance".
September 27	Excursion. On five buses visited Valley of Temples, Mormon Temple, and had lunch at Kuilima Hotel. Safe return to Center at 2:00 P.M.

1974

January 31	New Year Celebration. Also introduction of new club officers held in the new extension.
March 21	Field trip. On three buses visited Polynesian Cultural Center. Happy group returned to Center at 2:00 P.M.
May 9	Sponsored by the United Japanese Society, all of Oahu's Senior Citizen Clubs participated in a Talent Contest for Senior Citizens and Mrs. Shizu Kaneshiro was awarded the United Japanese Society trophy (1st prize) for her performance of the classic "Naginata Odori" held at McKinley High School Auditorium.
June 6	Annual event. Okinawan Social Club Picnic at Ala Moana Park (Area 24). Merry time had by all and all dismissed at 2:30 P.M.

OFFICERS - 1974

President	- Mr. Lester Gibo
Vice-Pres.	- Mr. Kiyu Arakaki
Secretary	- Mr. Kenneth Shimabukuro (English)
"	- Mr. Kiko Asato (Jananese)
Treasurer	- Mr. Yoken Teruya
"	- Mr. Seiei Takayesu

Auditors:	Dr. James Tengan
	Mr. Kamekichi Nakasone
	Mr. Yeiji Gibo
	Mr. Takejiro Nakamasu
	Mr. Rinsei Shimabukuro
Directors:	Mr. Sadao Arakaki
	Mr. Jiro Higa
	Mr. Ushichiro Nagamine
	Mrs. Yasuko Takamine

OBSERVATIONS ON THE 6TH HSSC LEADERSHIP WORKSHOP

Future of Aging

Aging is not the same today as it was twenty five years ago! Nor will it be the same twenty five years in the future! Dr. Harvey Wheeler of the Center for the Study of Democratic Institutions has proposed that we will soon have the capabilities to treat the aging process so that (a) vigor will last most of the individual's lifetime, and (b) the lifetime itself will be stretched out, possibly by more than 30 years.

The implications of Wheeler's proposals project a "revolutionary" view toward retirement, the education process, volunteerism and vocational recylcing. Wheeler argues, "We will not think of retirement as something forcible or horrendous, but as a process to more freedom."

The Hawaii State Senior Center has always maintained a "revolutionary" view of the senior citizen, especially in the area of leadership capabilities. Since its founding, the HSSC has been sensitive to its role in identifying leaders from among its senior clientele, as well as developing leadership potential among its culturally diverse participants. It is generally accepted that good leadership and good followership are necessary reciprocal roles that contribute to the Center's success.

Leadership Workshop Objectives

The general objectives of the 6th Leadership Workshop were threefold:

1. To enhance perception of the role of senior citizens as "agents of change" and "agents of understanding."

2. To increase communication among and between club leaders, as well as between representatives from the community.
3. To establish follow-up (task force) groups to pursue specific recommendations emerging from the workshop meetings.

Workshop Format

The 6th Leadership Workshop was held on May 29, 1974. Small group discussion centered on six issues:

a. Discount for senior citizens at theatres and other discounts.
b. How can we share our knowledge and experience with other senior centers?
c. How do we develop a resource file of seniors (special talents)?
d. How shall be obtain bus transportation for excursions?
e. How do we get seniors to come to a new center?
f. Communications of plans, activities, etc., within the Center.

Each group session included discussion of the topic, proposed solutions to the question, and suggested follow-up activities.

A detailed outline of the workshop meetings is appended to this report.

Prepared by: Dr. Gerald M. Meredith
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HAWAII STATE SENIOR CENTER
6th LEADERSHIP WORKSHOP
May 29, 1974

A. REPORT OF GROUP DISCUSSIONS:

GROUP I:

Henry A. Furukawa, Chairman
Walter Barfield, Recorder
Natalie Cardenas
Elsie Ho
Sadie Jaroscak
Hachiro Kanakuri
Violet Lum
Minnie Shaw
Harry Tung
Lena Wong
Agnes Leong
Naoto Mita

a. SUBJECT: Discount for Senior Citizens at Theaters & Other Discounts:

(1) Subjects for discount investigation:

a) Dental & Drugs
b) Theaters
c) Hearing Aids
d) Optical
e) Travel & Accommodations (Air, hotels, etc.)
f) Department Stores
g) Furniture & Appliance Stores

(2) Center to appoint discount investigating committee.

b. SUGGESTED FOLLOW-UP:

Volunteers to serve on discount investigating committee (6 members recommended)

Walter Barfield
Henry Furukawa
Minnie Shaw
William Mau
Leona Greenhalgh (by telephone only)

GROUP II:

Margaret Lum, Chairman	Thomas Takenaka
Ann Hinch, Recorder	Fermin Cruz
Violet Kealoha	Kimi Fujioka (Moiliili)
Dorothy Kurihara	Ms. Gibbs (Waikiki)
William Mau	Mitsuyoshi Akita

a. SUBJECT: How can we Share our Knowledge and Experiences with other Senior Centers?

1. Officials be invited to Council Meeting once a month.
2. Our Senior officials attend other Inter-council or Board meetings to exchange ideas.
3. Our program (activities of the month) be sent to every Center to be posted.
4. Advertisements: a) Have our members go to other Centers and tell them what we are doing.
   b) Place our Center activities in the newspapers on Sundays.

b. SUGGESTED FOLLOW-UP:

1. Board and Club Officers ("Officials") to be invited to meetings.

2. Set up inter-agency senior center council:

   Ellen Fong volunteered to represent HSSC.

   This body could make recommendations to COA etc.

GROUP III:

Ruth Chow, Chairman
Dorothy Tsuji, Recorder
Roy Abe
Henry B.C. Ho
Agaton Javier
Sophia Javier
Alice K. Shaudys
Ruth Leong
Eunice Young

a. SUBJECT: How do we Develop a Resource File of Seniors? (Special Talents)

1. Refer to active file in regards to file instructors.
2. Instructors should willingly volunteer their services.
3. Right approach to acquire talents.
4. Contact other centers for talent exchanges.
5. By "word of mounth," individual invitation, Public relations, news media, T.V., Pau Hana Years.

b. SUGGESTED FOLLOW-UP:

1. Volunteers to develop resource file: Alice Wiggs & Kin Ai Chang
2. Information to be obtained: Length of service, place, program development.

GROUP IV:

Raymond Hee, Chairman
James Chun, Recorder
Kin Ai Chang
Chubby Kampf
Phoebe Chu
Jack Jaroscak
Phoebe Kauhane
Mabel Hamamura
Laura Morris
Janice Dilbeck (Waikiki)
Anne Alvarez
K. Sumimoto

a. SUBJECT: How Shall we Obtain Bus Transportation for Excursions?

1. Pay your own way.
2. Get a volunteer driver (PUC licensed).
3. Get a bus appropriation from Legislature.
4. Try to approach City for free transportation.

b. SUGGESTED FOLLOW-UP:

#3 Re bus appropriation from Legislature to come from P.A.B.

GROUP V:

Dr. James Tengan, Chairman	Amy Yee
Violet Campbell, Recorder	George Young
Juliette Aki	T. Arita
Steven Chinen	Shigeru Shirabe
Leona Greenhalgh	Kiyu Arakaki
Mary Puha	Akino Noji
	Gerry Lee

a. SUBJECT: How do we get Seniors to Come to a New Center?

1. To convince them.
2. Arouse their interest.
3. Bring (transport) them the first few times.
4. Tell them that they can make friends.
5. Learn arts and crafts.
6. Personal contacts.
7. Through flyers, and invitations from door to door.
8. Posters in public places.
9. Involvement in volunteering work.
10. Learn how they can improve themselves.

b. SUGGESTED FOLLOW-UP:

#5 Bus transportation (City) - Contact Councilman Loo for information and service.

GROUP VI:

Masato Sugihara, Chairman
Ellen Fong, Recorder
I. Kurihara
Mr. Morris
Edith Ohara
Helen Wong
Masaru Yamada
Sung Cha
Trude Chang
Henry Wong
F. Cardenas
Alice Wiggs

a. SUBJECT: Communications of Plans, Activities, etc. Within the Center.

1. Newsletter: general information, member contributions, insufficient supply, not up-to-date, language barrier.

2. Calendar of Events: Daily Activities (clubs, classes, Center)

3. Clubs: Meetings, person-to-person, club schedules, rules (written).

4. Classes: Scheduled, instructor.

5. Announcements: Bus transportation (City) Excursion; Exchange of idea among different centers; Open club council and P.A.B. meetings.

SUMMARY: 1. Newsletter: Insufficient supply, not up-to-date, language barrier.
2. Absenteeism
3. Member apathy
4. Incomplete information

B. GROUP ANALYSIS OF SOLUTIONS:

a. Suggestions brought up:

1. Increase circulation of the newsletter among the membership --

Have ads in paper to support newsletter --
Using patronized businesses --
Restricting to businesses in the area --
Paying 10¢ per copy --
Approach businesses at the same time they are contacted re senior citizen discounts

b. Question was raised re resuming language page in the newsletter. At least in the Chinese group -- it was mentioned that many do not read. (after thought) -- How about using tape recorder to translate some important info.)

c. Re Membership Apathy:

1. Many interested in excursions only.

2. Agreed that membership lists and addresses be made available to other Senior Centers for the purpose of inviting members to Centers closer to their residences.

APPENDIX C

VOLUNTEERISM AT THE HAWAII STATE SENIOR CENTER: A STUDY IN ATTITUDE CONGRUENCE

Important changes are taking place in volunteerism, especially with senior citizens. The 1971 White House Conference on Aging, for example, placed special emphasis upon (a) problems of older Asian Americans, and (b) Volunteerism. In his recent article dealing with "Retirement in 1997," Dr. Harvey Wheeler has proposed that we are going to see a spreading out of education throughout the lifespan of the person, and the volunteer activities of the aged will be extensions of formal education and human self-development. In addition, Wheeler predicts that volunteers will be compensated for their efforts: "After all, the building and maintaining of the proper society is the important and hard job. And the person doing that ought to be paid, just as we now pay legislators."

At the Hawaii State Senior Center the role of the older volunteer is a unique one. Since the inception of the volunteer program, the volunteer is not viewed as "filling" time, but sharing his accumulated knowledge and continuing to increase in capacities and in understanding.

Agency Involvement

During the 1973-74 program at the HSSC, volunteers were placed at the following agencies:

American Red Cross
American Lung Association
Heart Association
March of Dimes
King's Daughters Home
Leahi Hospital
American Cancer Society
Kuakini Day Care Center

Kida Nursing Home
Laniolu Retirement Home
Convalescent Center of Honolulu
Maluhia Hospital
Honolulu Community College

Attitudes Toward Volunteerism

In the Fourth Annual Resport (1973, p. B-12), information was obtained from 219 HSSC participants on four items pertaining to volunteerism:

Volunteers Services

a. I have volunteered to help at the Center (73% "Yes")

b. I like to find new ways of volunteering my services at the Center (62% "Yes")

Reaches Outside of the Center

c. I have volunteered to help other ethnic groups (50% "Yes")

d. I can get along with people regardless of age (96% "Yes")

Purpose of 1974 Study

The major purpose of the 1974 study of volunteerism at HSSC was twofold:

a. To determine the impact of older volunteers in the community.

b. To determine the extent to which participating older persons receive recognition and a satisfying sense of involvement.

The study on volunteerism focused on the agency, as well as the older participant in the program.

Procedures for Data Gathering

Since the study was directed toward both the agency as well as the volunteer, two special questionnaires were constructed to gather information pertinent to the objectives of the study. In early May, the Evaluation of HSSC Volunteer Program questionnaire was distributed to all participating agencies (see previous listing). Eleven forms were returned from supervising staff of agencies, and the information was coded and analyzed to determine the number and percentage of respondents endorsing each item option.

During the same time period, the Volunteer Participant Evaluation Survey was distributed to each volunteer at HSSC to determine the perceptions of the placement experience. A total of 72 volunteer forms was obtained for statistical analysis.

Agency Attitudes Toward Volunteers

Table 1 presents a summary of the agency attitudes toward the HSSC volunteer program. In general, there was a high level of item endorsement by the eleven respondents. Four of the items received endorsements over 90% (summarized in Table 2):

1. The older volunteers provide a needed service to our agency.
4. Some older volunteers are self-directive and can lead others.
2. Dependability is the strength of the older volunteer.
12. As a whole, the older volunteer is able to take directions and work within the rules and regulations of our agency.

In addition, the agencies were asked to indicate specific benefits that older volunteers brought to the agency. Typical

TABLE 1

AGENCY EVALUATION OF VOLUNTEER PROGRAM

Questionnaire Item	No. "Agree"	%
1. The older volunteers provide a needed service to our agency.	11	100
2. Dependability is the strength of the older volunteer.	10	91
3. The older volunteer has vigor and stamina.	8	73
4. Some older volunteers are self-directive and can lead others.	11	100
5. As a result of our experience with HSSC volunteers, we really want to get more older volunteers.	9	82
6. The advice of older volunteers are valued and respected.	9	82
7. Most of the older volunteers are willing to share their cultural heritage.	8	73
8. Some of the older volunteers who come to our agency are models for any age groups to copy.	9	82
9. As a result of the suggestions from our older volunteers, we have changed some of our activities.	3	27
10. As a result of the older volunteers in our setting, the (agency) staff has a better understanding of older people.	6	55
11. The presence of older people in our agency gives us an optimistic and positive feeling about our own jobs.	9	82
12. As a whole, the older volunteer is able to take directions and work within the rules and regulations of our agency.	10	91

Note: Response categories "Strongly Agree" and "Agree" were merged in the analysis for the overall level of agreement. % based on 11 respondents.

TABLE 2

SALIENT AGENCY ATTITUDES

(90% Endorsement or Higher)

Questionnaire Item	% "Agree"
1. The older volunteers provide a needed service to our agency.	100
4. Some older volunteers are self-directive and can lead others.	100
2. Dependability is the strength of the older volunteer.	91
12. As a whole, the older volunteer is able to take directions and work within the rules and regulations of our agency.	91

reactions included:

a. "entertainment, inspiration and participation."

b. "companionship and enjoyment."

c. "untold volumes of high productivity, executed largely with patience and in the spirit of fellowship and fun."

d. "improved library services to the community."

e. "valuable service and friendship to the patients."

f. "many hours of serving and sharing and singing."

g. "letting our own seniors know that even though they are old they are still useful."

h. "getting work done on time...and diligently."

i. "ability to communicate with the patients."

j. "enthusiasm and willingness to help wherever needed."

In summary, the eleven respondents representing various agencies were universally supportive toward continuing the volunteer activities of the Hawaii State Senior Center.

Participant Attitudes Toward Volunteer Experience

Table 3 presents the summary of participant reactions toward the volunteer experience. The level of item endorsement was observed to be high; none of the eighteen items received endorsements below 50%.

Table 4 presents the items that received endorsements of 90% or high. These were identified as salient volunteer attitudes:

8. I can honestly say that I really enjoy volunteering.

5. As a result of my volunteer work, I feel more satisfied with the use of my time.

3. Volunteering is an important part of being a member of the Hawaii State Senior Center.

TABLE 3

VOLUNTEER PARTICIPANT EVALUATION SURVEY

Questionnaire Item	No. "Yes"	%
1. Volunteering is not new to me.	54	75
2. I have always wanted to volunteer but never had the chance because of lack of time.	42	58
3. Volunteering is an important part of being a member of the Hawaii State Senior Center.	70	97
4. I am satisfied with the recognition given to me by the Center.	67	93
5. As a result of my volunteer work, I feel more satisfied with the use of my time.	71	99
6. I did not know how important volunteering was until I started working in behalf of the Center.	59	82
7. As a result of volunteering for the Center, I found out about agencies that needed my help.	66	92
8. I can honestly say that I really enjoy volunteering.	71	99
9. Volunteering has helped me learn new things that I never thought I could do before.	61	85
10. I feel that members of the Center respect me more when they know that I volunteer to serve the Center or the community.	62	87
11. I want to continue volunteering for as long as I am needed.	66	92

TABLE 3 (Continued)

Questionnaire Item	No. "Yes"	%
12. My volunteer assignment has not been too menial to do.	48	67
13. I would like to volunteer for any age group--young or old.	54	75
14. I can volunteer to work with any ethnic group.	62	86
15. I prefer to volunteer with a mixed ethnic group.	50	69
16. I am willing to volunteer in the community if sponsored by the Center.	53	74
17. More Center members should volunteer.	70	97
18. The Center's volunteer program can be improved.	60	83

Note: % figure calculated from the responses of 72 participants.

TABLE 4

SALIENT VOLUNTEER ATTITUDES

(90% Endorsement or Higher)

Questionnaire Item	% "Yes"
8. I can honestly say that I really enjoy volunteering.	99
5. As a result of my volunteer work, I feel more satisfied with the use of my time.	99
3. Volunteering is an important part of being a member of the Hawaii State Senior Center.	97
17. More Center members should volunteer.	97
4. I am satisfied with the recognition given to me by the Center.	93
7. As a result of volunteering for the Center, I found out about agencies that needed my help.	92
11. I want to continue volunteering for as long as I am needed.	92

17. More Center members should volunteer.

4. I am satisfied with the recognition given to me by the Center.

7. As a result of volunteering for the Center, I found out about agencies that needed my help.

11. I want to continue volunteering for as long as I am needed.

The findings suggest that volunteers are extremely satisfied with their agency placement.

Summary

The results of the volunteerism study indicate positive congruence between the attitudes of participants and those of agency representatives. The HSSC volunteers is making a positive impact in the community and is providing a valuable service to the social agency.

HSSC participants are receiving recognition and experiencing a sense of satisfaction and challenge in the placement setting. Within the capacity of the Center to provide manpower, and agencies to provide adequate supervision, greater emphasis should be placed on volunteer activities in the community. The placement experience provides the older person with an excellent opportunity to share his accumulated knowledge and to continue to increase his understanding of the environment.

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APPENDIX D

EVALUATION OF HAWAII STATE SENIOR CENTER: PERCEPTIONS OF STUDENT OBSERVERS AND STAFF/BOARD/LEADERSHIP GROUPS

"This time, like all times, is a very good one if we but know what to do with it."
Emerson

The Old in the Country of the Young

Edward Albee once wrote a play about a middle-aged couple who, before putting Grandma permanently in the sandbox with a toy shovel, gave her a nice place to live under the stove. The play contains more truth than allegory. One of the poignant trends of U.S. life has been the gradual devaluation of older people, along with their spectacular growth in numbers. Twenty million Americans are 65 or over. They have also increased proportionately, from 2.5% of the nation's population in 1850 to over 10% today.

New Directions

Despite this somewhat pessimistic introduction, there are several developments that auger well for the senior citizen. For example, militancy is increasing among the aged and more is being heard about "gray power." The almost forgotten minority of senior citizens is showing greater for consumer protection, economic benefits, housing, and involvement in community decision making.

The growth and development of senior citizens centers with their emphasis on outreach programs and volunteerism are positive indicators of change, both in community attitudes toward the aged as well as in the attitudes of the aged toward themselves.

Over the past few years, the Hawaii State Senior Center has placed considerable emphasis on the ability of the senior citizen to utilize his skills in important community agencies.

Purpose of the 1974 Study

In the Fourth Annual HSSC Report (1973), considerable attention was devoted to the attitudes and perceptions of the senior citizens to evaluate the effectiveness of the Center program. In order to round out the picture, emphasis has shifted this year to focus on the attitudes of (a) college student observer-participants, and (b) staff/board/leadership (club officers) groups. Specifically, the purpose of the 1974 evaluation study was to evaluate the Center program through the perceptions of college student observers and individuals intimately involved in the daily operations of the Center (e.g., staff members, board members, and club officers).

Procedures

Information concerning college student perceptions of the program was obtained from two sources. First, four students from the University of Hawaii enrolled in Human Development 349/449 devoted eight hours per week at the Hawaii State Senior Center for a period of one academic semester. At the end of their placement experience, each of the four students completed a special evaluation form (Student Evaluation at Hawaii State Senior Center) to index their perceptions and attitudes toward the Center and working with senior citizens. The second source of student information was obtained from the journals prepared by 28 undergraduate students enrolled in Human Development 232. This group of student observer-participants spent two hours per week for eight weeks at the Hawaii State Senior Center. Although their enounter with the aged was brief, it was felt that their journals may reveal interesting insight concerning their interaction with older persons.

Information concerning staff/board/leadership (club officers) perceptions of the HSSC program was obtained from a special form, Staff/Board/Leadership Opinion Survey. This instrument was composed of 20 items from the "Proposed In-Depth Survey of Multi-Purpose Senior Center by the National Institute of Senior Centers (May, 1974)." The purpose of the instrument was: (a) To determine the extent of congruence of opinion between groups having responsibility for the Center's operation; and (b) To uncover major areas of weaknesses to improve the Center's program. A total of 30 respondents completed the Staff/Board/Leadership Opinion Survey.

Student Perceptions

The reactions of the four students enrolled in HD 349/449 are summarized in Table 1. Although the sample was small, there was unanimous agreement on eight items:

* I learned something about senior citizens, as a result of my experiences here.
* My idea about the potential of older persons has changed since my field experience at the Center.
* I was able to know at least one senior citizen in a very friendly way.
* Senior citizens have a lot more vigor and stamina than I expected.
* I've become more tolerant and understanding of older people.
* Staff has been of assistance in helping me in my field experience.
* I learned skills and techniques that will contribute to my vocation.
* I want to work with old people as a result of this experience.

TABLE 1

STUDENT EVALUATION OF HAWAII STATE SENIOR CENTER

Questionnaire Item	No. "Agree"	%
1. I learned something about senior citizens, as a result of my experiences here.	4	100
2. As a young person, I learned that I could contribute something to the older people.	3	75
3. My idea about the potential of older persons has changed since my field experience at the Center.	4	100
4. I was able to know at least one senior citizen in a very friendly way.	4	100
5. Senior citizens have a lot more vigor and stamina than I expected.	4	100
6. I've become more tolerant and understanding of older people.	4	100
7. As a result of my field experience, I have been better able to relate the classroom ideas with facts.	3	75
8. Staff has been of assistance in helping me in my field experience.	4	100
9. I learned skills and techniques that will contribute to my vocation.	4	100
10. I want to work with old people as a result of this experience.	4	100
11. Activities at the multi-purpose center should be integrated with different age groups.	1	25

Note: Response categories "Strongly Agree" and "Agree" were merged in the analysis for the overall level of agreement. % based on 4 respondents placed at HSSC for field experience.

An inspection of the journals submitted by the students enrolled in HD 232 revealed the following representative observations:

* "Aging is a process which no one can stop, but being old or young is a state of mind. Even if your body is old, your mind can still be very young."

* "It (the placement experience) has changed my views on aging...there is a point in life when you must accept it and its challenge."

* "I am more optimistic and know that all the myths about old people are not actually true."

* "I imagined the senior citizens to look quite old and have a hard time walking...on the contrary, they didn't look that old at all and a few of them don't even look 55 years old."

* "The HSSC seems to keep these folks active and lively."

* "My experience here will be a remembered one!"

* "They are so warm and interested in us...all old people are not grumps."

* "I have learned to appreciate their wisdom more and hope that when I grow older I will be able to have the same cheerful insights into living as they have."

* "They seem to have found new interest and activities...it keeps them alert and together."

* "It sure gave me a good feeling inside to know that we would be missed, because somewhere along the way some good was done."

* "I found and realized that the senior citizens are human too."

* "It took all I had not to cry when some of the women expressed their thanks with a kiss on the cheek. Most touching of all, the instructor dedicated a waltz to the U.H. students."

* "They still have the will and interest to live..."

* "Senior citizens are very talented, creative and nice to know."

Obviously, these student observations are only a few of the many positive reactions associated with the placement experience. It would appear that one way of dealing with the "communication gap" between generation groups (e.g., college-age students and senior citizens) is to provide more opportunities for communication and interaction. The Human Development Department at the University of Hawaii (Manoa) should be encouraged and supported for their efforts in this area.

Staff/Board/Leadership Perceptions

As indicated previously, 30 respondents representing staff, board and club leadership completed the Staff/Board/Leadership Opinion Survey. The instrument consisted on 10 items dealing with areas of program emphasis("expectations"), and 10 items concerning the extent to which the HSSC progressed over the year.

Table 2 presents a summary of the staff/board/leadership reactions concerning areas of program emphasis and expectations. On five items, there was endorsement by over 90% of the respondents:

The Senior Center:

* Stimulates new interests.
* Utilizes capabilities of participants.
* Promotes self-help.
* Provides encouragement and support.
* Promotes new community services.

These five items represent a shared consensus of what the Hawaii State Senior Center was attempting to accomplish during 1973-74.

TABLE 2

STAFF/BOARD/LEADERSHIP EVALUATION OF HSSC

Questionnaire Item	No. "Agree"	%
THE SENIOR CENTER:		
1. Fosters independence.	24	80
2. Serves as an agent of change.	20	67
3. Stimulates new interests.	29	97
4. Utilizes capabilities of participants.	29	97
5. Promotes self-help.	29	97
6. Provides encouragement and support.	29	97
7. Acts as intermediary with the community.	24	80
8. Promotes feelings of belonging.	25	83
9. Promotes self-government.	24	80
10. Promotes new community services.	28	93

Note: Response categories "Strongly Agree" and "Agree" were merged in the analysis for the overall level of agreement. % based on 30 respondents having staff, board or leadership (club officer) roles at the Hawaii State Senior Center.

Table 3 presents the staff/board/leadership perceptions of Center progress in 10 areas. The five items that received 50% or higher endorsement were:

* Stimulates new interests.
* Promotes feeling of belonging.
* Utilize capabilities of participants.
* Promote self-help.
* Provide encouragement and support.

Table 4 was constructed to show the relationship between the level of expectations for 1974 and the level of progress for the year. The endorsement data presented in Tables 2 and 3 were divided at the median ("average") to separate the upper half from the lower half of items. This procedure was used to separate the relatively "high" items from the relatively "low" items.

Table 4 presents a contingency table that depicts the relationship between the expectations for 1974 and the perceived progress for the same year. Of particular interest are the cells depicting (a) "high" expectations and "high" progress for 1974, and (b) "low" expectations and "low" progress for 1974.

The four items that were perceived as "high" expectations and "high" progress for 1974 included:

* Stimulates new interests.
* Utilizes capabilities of participants.
* Provides encouragement and support.
* Promotes new community services.

TABLE 3

STAFF/BOARD/LEADERSHIP EVALUATION OF HSSC

Questionnaire Item	No. "Extensive"	%
TO WHAT EXTENT HAS YOUR SENIOR CENTER PROGRESSED IN ITS ABILITY TO:		
1. Foster independence?	11	37
2. Stimulate new interests?	23	77
3. Utilize capabilities of participants?	18	60
4. Promote self-helf?	18	60
5. Promote self-government?	13	43
6. Provide encouragement and support?	16	53
7. Act as an intermediary with community?	15	50
8. Serve as an agent of change?	15	50
9. Promote new community services?	15	50
10. Promote feeling of belonging?	20	67

Note: Response categories "Extensively" and "Very Much" were merged in the analysis for the overall level of perceived progress. % based on 30 respondents having staff, board or leadership (club officer) roles at the Hawaii State Senior Center.

TABLE 4

EXPECTATIONS AND OUTCOMES FOR 1974

EXPECTATIONS FOR 1974	PROGRESS FOR 1974: Below Median	PROGRESS FOR 1974: Above Median
Above Median	*Promotes self-help	*Stimulates new interests *Utilizes capabilities of participants *Provides encouragement and support *Promotes new community services
Below Median	*Fosters independence *Acts as intermediary with the community *Promotes feelings of belonging *Promotes self-government	*Serves as an agent of change

The four items that were perceived as "low" expectations and "low" progress for 1974 included:

* Fosters independence.
* Acts as intermediary with the community.
* Promotes feelings of belonging.
* Promotes self-government.

It should be pointed out, however, that we are dealing with relative expectations and progress. The items that are labeled "low" expectations--"low" progress may be perceived as less important because (a) they have already been adequately attained (e.g., fosters independence), or (b) greater Center priority is placed on group activities and community development outcomes.

Summary

The present study addressed itself to the perceptions of (a) student observer-participants, and (b) staff/board/leadership groups. The student reactions indicate a high degree of satisfaction with the HSSC placement experience. Members of the staff, board and leadership groups perceive that progress has been made in four major areas: (a) Stimulation of new interests, (b) Utilization of capabilities of participants, (c) Providing encouragement and support, and (d) Promotion of new community services. Over the last few years, the Hawaii State Senior Center has place emphasis on individualized services. Greater priority is presently being placed on group activities and community development accomplishments.

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EVALUATING HAWAII STATE SENIOR CENTER EFFECTIVENESS: BLUEPRINT FOR COMPETENCY

Evaluation Strategies

In contemporary evaluative research two general models are used to test hypotheses related to the attainment of program objectives: norm-referenced versus criterion-referenced approach. In the norm-referenced approach, the findings obtained from an "experimental" or "treatment" group are compared directly against norms or information obtained from a "control" group. The bench mark data obtained from the norm group represents a standard against which the "experimental" group may be compared. Many curriculum projects, as well as research related to the effectiveness of social action programs, have used this type of evaluation model for assessing the effectiveness of the experimental conditions. Likewise, many social programs have "suffered" from the effects of selecting the "wrong control group." In the case of evaluating the effectiveness of a unique organization, such as the Hawaii State Senior Center, it is extremely difficult to think in terms of the "experimental-control" group paradigm. The participants at HSSC may be compared against other comparison groups in the community, but these groups are not viewed as "controls" or "standards" for adequately evaluating the existing program.

A newer and somewhat more flexible approach, the criterion-referenced model, has evolved from the taxonomic endeavors of Bloom, Krathwohl, and others, in the educational field, as well as from the "problems" associated with the assessment of "real world" outcomes where comparison groups are frequently unavailable. In the criterion-

referenced approach emphasis is placed on the proposed objectives of a program and the plausible information necessary to indicate that these objectives are approximated.

Planning and Evaluation at HSSC

There are four important questions that guide the planning-evaluation sequence at the Hawaii State Senior Center:

A. Where are we? (This question deals with present status.)

B. Where do we want to go? (This question deals with short-term objectives and long-term goals.)

C. How do we get from A to B? (This question deals with process or how we move from where we are to where we want to be.)

D. How much will it cost? (This question deals with accountability. At the present time there is considerable interest in input-output analysis; this concerns the price tag associated with the "outcomes" of the system.)

During the last two years considerable time has been devoted to the formulation of behavioral objectives for the Hawaii State Senior Center. There has been growing sentiment that the program can be strengthened by moving in the direction of a management by objectives (MBO) approach to Center operations. In simple terms, management by objectives and results is a professional approach to management that determines:

1. What must be done (after careful analysis of why it must be done), including establishment of priorities.
2. How it must be done (the program steps or plan of action required to accomplish it).
3. When it must be done.
4. How much it will cost.
5. What constitutes satisfactory performance.

6. How much progress is being achieved.

7. When and how to take corrective action.

Three Domains of Competency

Under the encouragement and leadership of the Director of the Hawaii State Senior Center, considerable attention has been directed toward the formulation of behavioral objectives for the Center. The three domains that have been examined include:

A. Individualized Services

B. Group Activities

C. Community Development

Tables 1, 2 and 3 present schematized versions of the three domains that emerged from an analysis of the individual, the group, and the community structure. For each domain, five levels of increasing behavioral integration are indicated along with indicators for assessing the attainment of the objectives. In a more elaborate version of the taxonomy, five additional operational measures have been developed to assess each indictor presented in Tables 1, 2 and 3.

Summary

The development of a scheme for articulating and measuring behavioral objectives is an important step in the planning-evaluation process at HSSC. The long-term refinement and testing of the taxonomy will contribute markedly to (a) forecasting of needs and (b) delivery of services to the aged.

TABLE 1

TAXONOMY FOR MEASURING BEHAVIORAL OBJECTIVES IN THE INDIVIDUALIZED SERVICES DOMAIN

Level	Indicator
I. Independent Living	
	A. Basic survival needs are met.
	B. Comes to Center and participates.
	C. Feels comfortable about himself.
	D. Feels right about other people.
	E. Meets demands of life.
II. Improved Inter-Personal Relations	
	A. Increased contacts with people.
	B. Increased communication.
	C. Increased knowledge.
	D. Volunteers services.
	E. Reaches outside of the Center.
III. Leadership	
	A. Promotes the Center and the program.
	B. Influences others.
	C. Promotes group cohesiveness.
	D. Has leadership skills and uses them effectively.
	E. Extends leadership abilities outside the Center.
IV. Altruism	
	A. Has done something altruistic (action-oriented).
	B. Motivated to help others.
	C. Sustains interest in activity without reward or recognition; Consistently altruistic.
	D. Self-sacrifice.
	E. Persuades others to altruistic actions.
V. Self Actualization	
	A. Recovery of creativity.
	B. Uninhibited enjoyment of life.
	C. Childlike in his enjoyment; A real sense of completion.
	D. Consistently maintains an enjoyment of life.
	E. A sense of completion.

TABLE 2

TAXONOMY FOR MEASURING BEHAVIORAL OBJECTIVES IN THE GROUP ACTIVITIES DOMAIN

Level	Indicator
I. Informal	
	A. A sense of freedom and choice.
	B. Individuals in informal groups also join classes.
	C. Individuals in informal groups encourage others to join other activities.
	D. Individuals will respect the opening ceremony and participate in Centerwide activities.
	E. Members of informal groups are ready and willing to share in work activities regardless of ethnic differences.
II. Formal	
	A. The group has a written statement of purpose or objectives.
	B. Equal opportunity is given to the ethnic groups.
	C. Leadership is self-perpetuating.
	D. Individual groups relate to higher level for coordination (Club Council).
	E. Overall policies and guidelines are established and promulgated by the Participant Advisory Board.
III. Center Identity	
	A. The total program reflects the needs of the community it serves (e.g., educational level, income, etc.)
	B. The offerings are satisfying to the participants.
	C. Group shows consideration for other groups.
	D. Program gaps are mutually identified and developed by participants and staff.
	E. Center goals take precedence over other sub-groups.
IV. Peer Support	
	A. Individuals see a need and convince a group to meet the need.
	B. Participants easily respond to the sick and disabled.
	C. People with talent are tapped and given the freedom to be creative.
	D. Groups respond quickly to identified needs.
	E. Communication and interaction among ethnic groups are easy and natural.
V. Community Directed	
	A. Staff suggests groups to go into the community.
	B. Altruistic leadership emerges.
	C. The Center takes position on issues affecting senior citizens.
	D. The Center identifies the unmet community need and the groups respond to meet that need in an organized manner.
	E. Linkages to other programs flow in and out of the Center.

TABLE 3

TAXONOMY FOR MEASURING BEHAVIORAL OBJECTIVES IN THE COMMUNITY DEVELOPMENT DOMAIN

Level	Indicator
I. Effective Staff	
	A. A full complement of capable staff to manage the program.
	B. Regular periodic staff evaluations are conducted.
	C. Participants support the staff to make them more effective.
	D. Appropriate training programs are formalized within the Center.
	E. The Center is a laboratory and training facility.
II. Use of Resources	
	A. The facility and its fiscal resources are used to the maximum extent possible.
	B. Appropriate agencies are tapped to provide basic services to participants.
	C. Community volunteers are attracted to the Center to provide needed services.
	D. Participant donates funds and goods and helps raise money for clubs and the Center.
	E. Participant resources are catalogued and made accessible.
III. Responsive to Participants Needs	
	A. The Center program is articulated.
	B. The Center program reflects the population characteristics in the community it serves and anticipates the changing characteristics.
	C. Appropriate recognition is given to participants and groups.
	D. The Center programs for the highest level of functioning to meet self-actualization needs.
	E. Special attention is given to outreach disabled and under-represented groups.
IV. Responsive to Community it Serves	
	A. Participants respond to emergency needs in the community.
	B. Satisfied participants respond compassionately to others in need.
	C. Participants use their capabilities to the maximum.
	D. Participants seek ways of improving the community.
	E. Organized groups reach out to improve the community.

TABLE 3 (Continued)

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Level	Indicator
V. Impact on Society	A. The impact of the older person is positive. B. Older people are valuable resources to the community. C. Counsel and advice of older people are valued. D. The ethnic and national heritage are perpetuated. E. The young and peer groups benefit from the resources of older people.

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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